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MEXICO EMERGES

MAN IN HIS WORLD

CURRICULUM

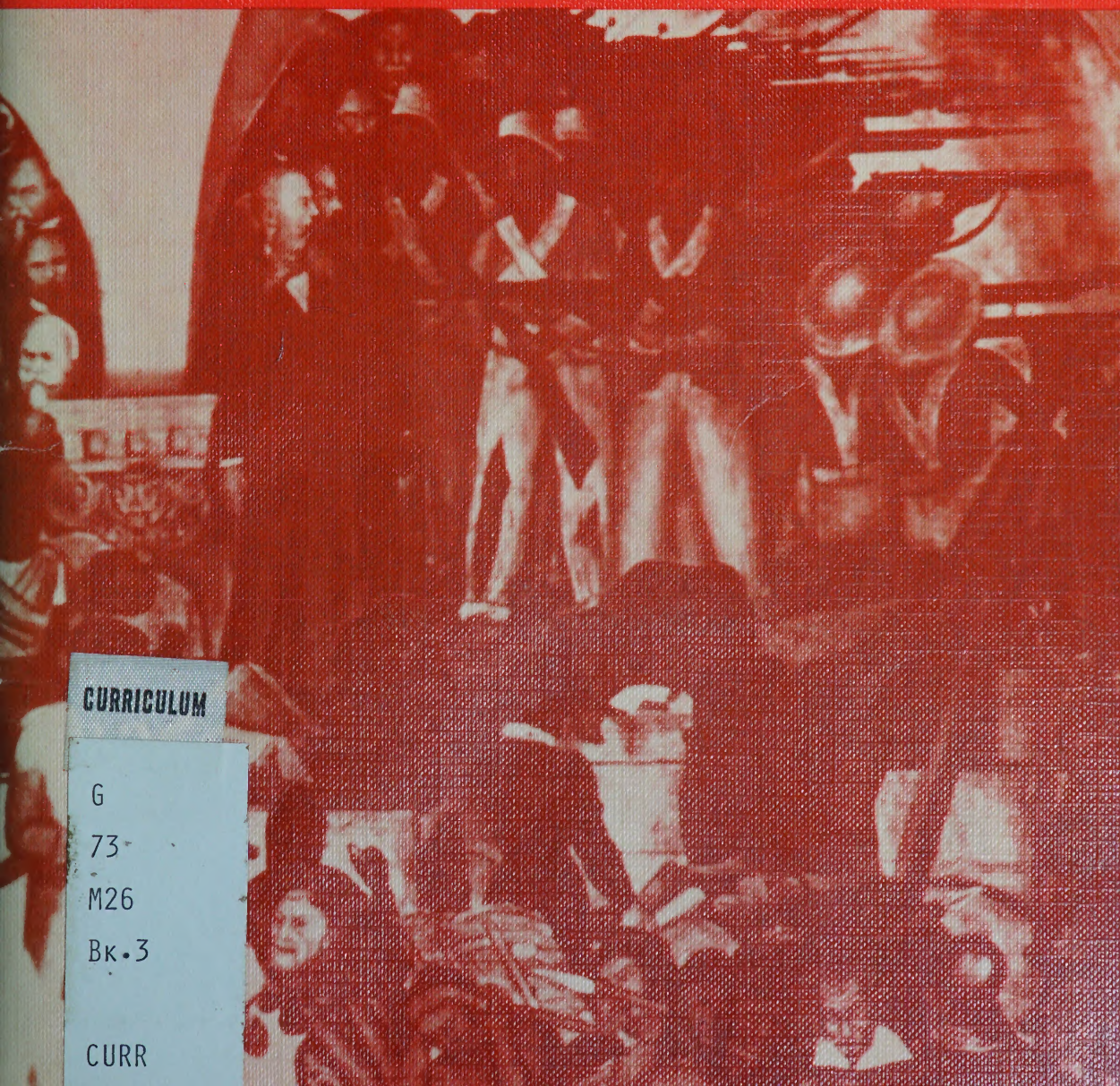
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MEXICO EMERGES

by
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James Forrester
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MAN IN HIS WORLD

James Forrester—Co-ordinating Editor



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MAN IN HIS WORLD SERIES

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	Teachers' Guides

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Front and Back Covers: "Mexican History" and "Defence of Mexico against U.S.A., 1848", murals by Diego Rivera on the staircase of the National Palace, Mexico City.

Photo Credits: American Museum of Natural History, photo by F. H. Pough p. 10, p. 32 top; Banco Nacional de Comercio Exterior, "Mexico 1966," pp. 1, 65; The Bettmann Archive Inc., p. 62; Museo de Americas, Madrid, p. 24; James Forrester, pp. 9, 40, 45, 78, 79, 80; De Golyer Foundation Library, Dallas, Texas p. 57 left; Instituto Nacional de Antropologia e Historia, Mexico City, pp. 16 top, 21, 22; Mexican Tourist Bureau, Toronto, pp. 4, 5, 6, 13, 16, 50, 73; Miller Services, Toronto, pp. 7, 43; San Jacinto Museum of History Association, San Jacinto, Texas, p. 57 right. The picture on p. 68 was taken from a Diego Rivera fresco in the National Palace, Mexico City.

We would like to express our thanks to the Mexican Trade Commissioner and the Mexican Tourist Bureau of Toronto for their courtesy and co-operation.

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LIBRARY

MEXICO EMERGES

These children live in Mexico City, D.F., Mexico. They go to a downtown school not far from the Zócalo (the main city square). All the children are Mexicans, although some have Indian backgrounds and others European heritage.



Pupils' Name		Sex	Age
Pedro	Almendariz	M	12
Juan	Cordova	M	11
Eva	Dominguez	F	12
Alberto	Escobar	M	10
Anita	Larosa	F	11
Carlos	Lopez	M	11
Emilio	Machado	M	11
Roberto	Montezuma	M	12
Pepe	Moreno	M	11
Alfredo	Muntez	M	11
Florencia	Sandoval	F	11

Teacher: Senorita E. R. Mendez

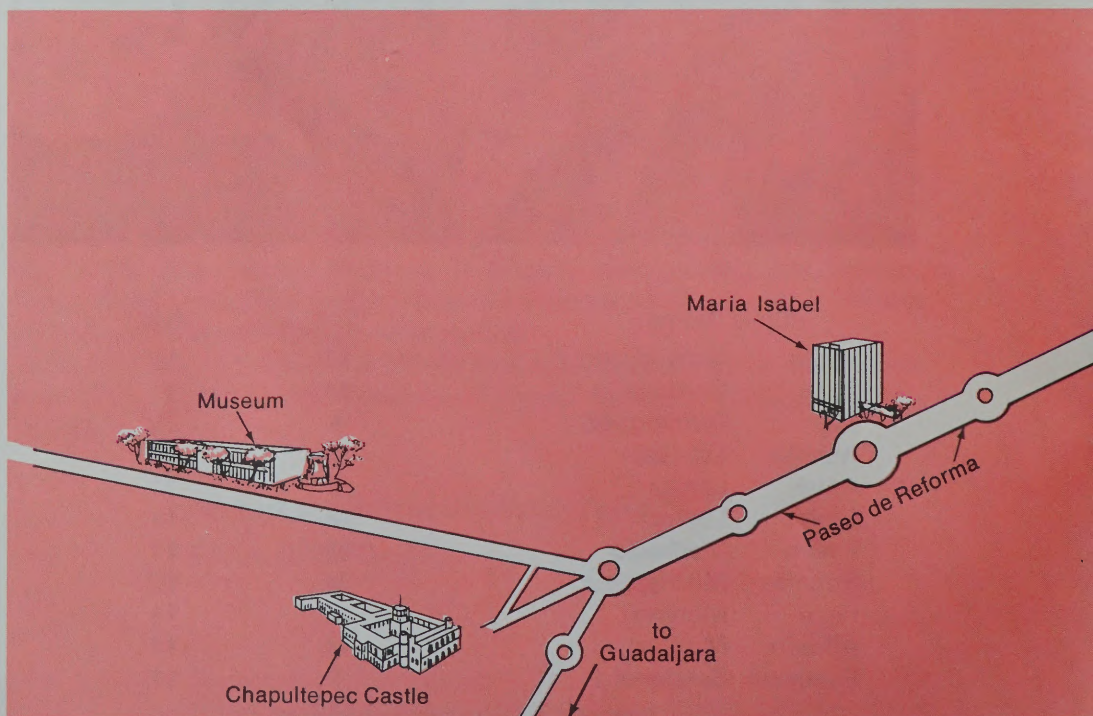
Did You Know?

... Mexico City is the oldest city on the continent of North America. It developed from an ancient Aztec town called Tenochtitlán which was built on a lakebed with the underlying bedrock very remote. The unstable soil plus the volcanic nature of the area make sinking and earthquakes the two greatest problems in building.

... Today Mexico City has a population of over 4,800,000.

Things To Do

1. Find out how you would get to Mexico City by air from your town and how much it would cost.
2. Find the meaning of the following:
 - a) Entiende Ud. el inglés?
 - b) Por favor hable despacio
 - c) Cómo dice?
 - d) Gracias
 - e) Buenos días



Miss Mendez and her class decided to do a study of Mexico. The students were to choose partners and a topic. Each topic was researched and then presented by the 'team' to the rest of the class.

The class, in order to get ideas on what they wished to do for a project, went on a field trip about the city. Examine the route they took.

At the Zócalo the class took 'pesero' taxis to Chapultepec Park. They spent the morning visiting the castle. After lunch and a boat ride, they visited the National Museum of Anthropology. Return to the National Palace was by subway.

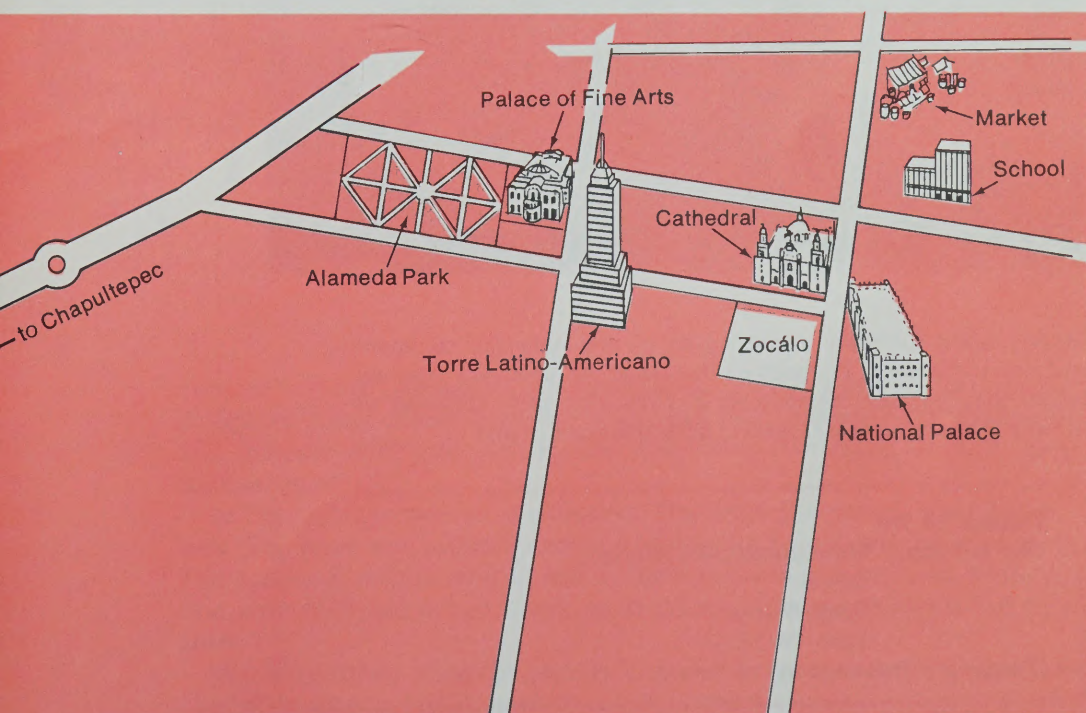
Did You Know?

... Chapultepec means grasshopper.

One peso is worth about eight cents.

Mexico City is 7439 feet above sea level.

Chapultepec Castle was built by Maximilian and Carlotta.



THE ZÓCALO

Things To Do

In a sand box place two model buildings on moistened sand. What happens when the sand dries out?

Figure out a way of avoiding this problem.

Discover why you must walk **down** several steps to enter the front door of the Palace of Fine Arts when at one time you had to walk **up** steps!

Why does the 44-storey Torre Latino-Americano rest on floating piers?



Mexico City's Cathedral is the largest on the American continent and one of the finest. It stands on the site of the chief Aztec temple which the Spaniards demolished in 1525 after their conquest of Mexico. It took almost 100 years to build this great church.

Things To Do

Find out about: Montezuma (Moctezuma)

Cortes

Diego Rivera

Sept. 16, 1810

Discuss the **frescoes** in the Palace.

THE NATIONAL PALACE

Did You Know?

... It occupies the site of Montezuma's Palace?

The original palace built by Cortes was destroyed by mobs in 1692. It contains historical murals by Diego Rivera.

The magnificent banquet hall was furnished during the reign of Maximilian.

It has the bell which was rung on the eve of Sept. 16, 1810 and is still tolled annually at 11 p.m. on that date.



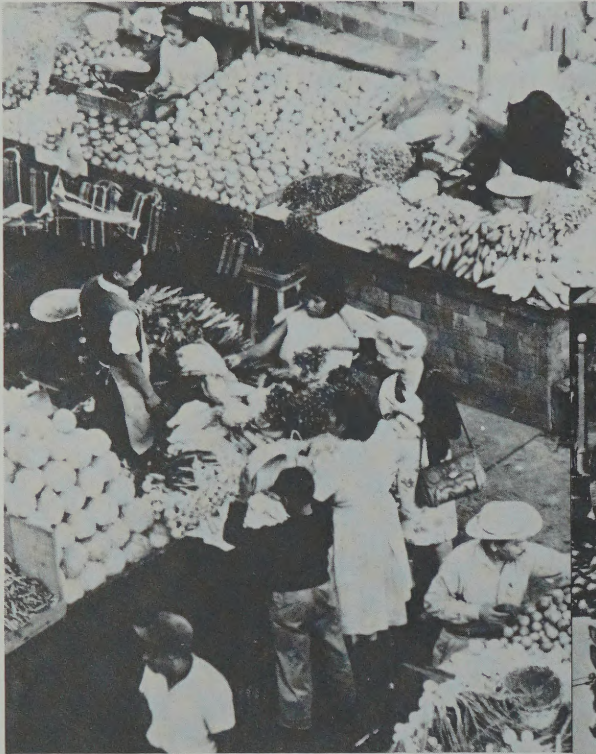
There are many languages in Mexico. Spanish has been the official language for four hundred and fifty years. But there are 50 Indian languages and dialects still alive and in use and many Mexicans do not speak Spanish at all.

In Spanish every letter is sounded. The letter **j** is pronounced like **h** in **hey**. The letter **c** is pronounced as in **cake** but sometimes it becomes **th**. The accent is on the next to last syllable but when there is an exception one sees an acute accent mark as in Zócalo. Z is pronounced like **th** in **thin**.

We have taken Mexican words into our language, such as avocado, chocolate, cocoa, cacao, coyote, ocelot, tomato.

THE MARKET

Emilio Machado and Alfredo Muntez went to the market where they saw the big beautiful vegetables grown in Mexico. They also found other interesting items.



1. Identify the goods for sale.
2. How does this display differ from that found in your supermarket?
3. What does this variety of goods indicate?
4. Why should tourists avoid buying food from open-air markets like the one shown?

Why is this known as the “Thieves Market?”
This market is famous for its

- a) Speed of sales
- b) Low prices
- c) Having everything

Why?



Did You Know?

... The first sale is of great importance for it is believed to bless the day and bring good luck. Thus the merchant drops his price to meet that offered by the first customer.

THE MEXICAN CLIMATE

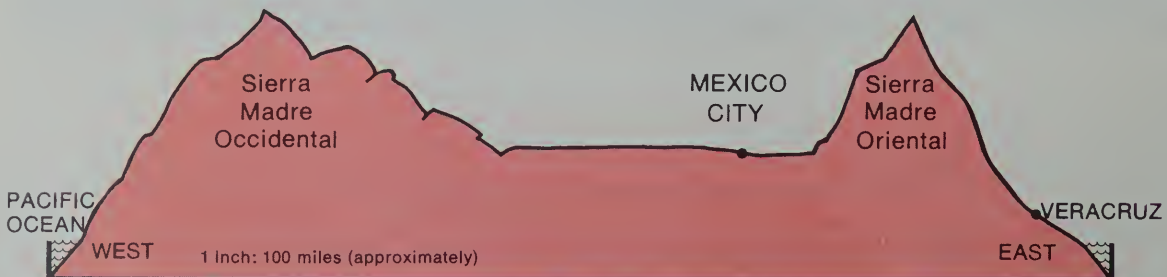
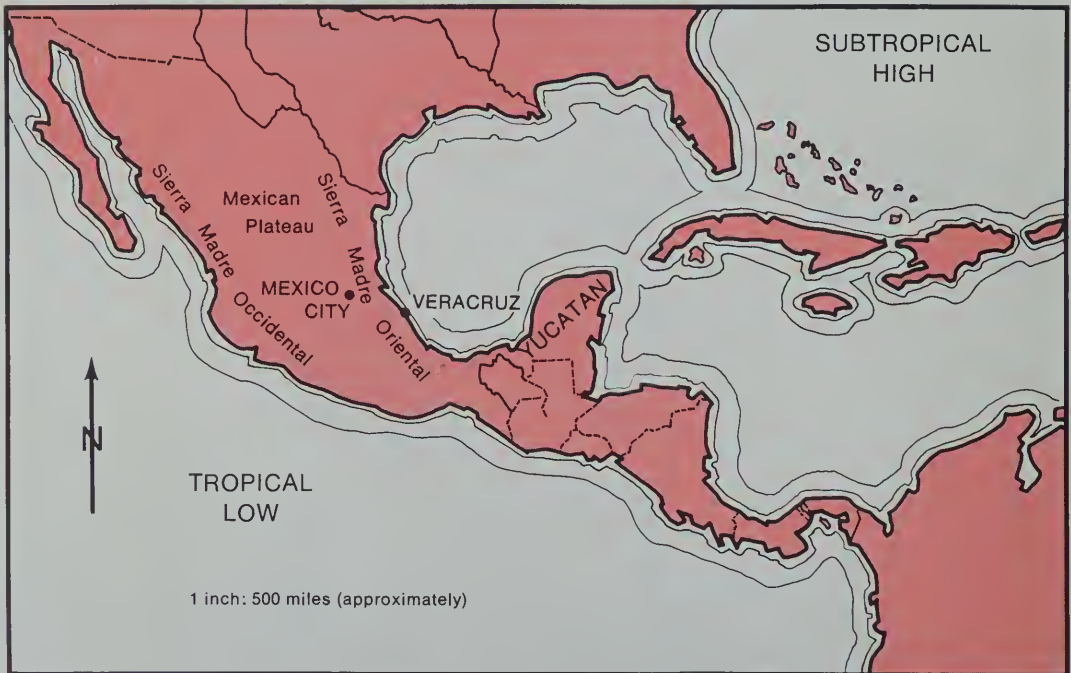
Emilio and Alfredo wanted to find out more about Mexico's climate.

Identify the pressure systems shown on the map.

Draw a sketch map similar to the one below. Put your own winds on the sketch (use arrows) as you think they would arise from the pressure systems. Find the name given to these winds in an atlas.

What will this moving air have to do before reaching Mexico City?

Because of this, how will the climate of the eastern coast of Mexico differ from that of the Mexican Plateau?



Cross-Section of Mexico from West to East

The Sierra Madre Oriental. Note the location of the clouds. What winds would have brought water vapour to this area? In which direction was the camera pointing to take this view?



Make a sketch from the photograph above and add the following terms: **windward, leeward, rainshadow, area of heavy precipitation.**

STUDY THE FOLLOWING SETS OF CLIMATIC STATISTICS:

STATION "A"	J	F	M	A	M	J	J	A	S	O	N	D
Temperature (°F)	70	71	74	78	81	81	81	81	80	78	75	71
Precipitation (inches)	1.0	0.6	0.5	0.6	1.8	11.4	13.0	10.7	12.0	5.7	3.1	1.0
STATION "B"	J	F	M	A	M	J	J	A	S	O	N	D
Temperature (°F)	55	57	61	64	65	64	62	62	61	59	56	54
Precipitation (inches)	0.2	0.2	0.5	0.7	1.9	3.9	4.5	4.6	3.9	1.6	0.5	0.2

Which set of climatic statistics belongs to Mexico City? to Veracruz? Give reasons for each choice.

At what time of year are the winds most active in bringing moisture to both cities? Why?

Why is it that temperatures are cooler throughout the year at Mexico City?

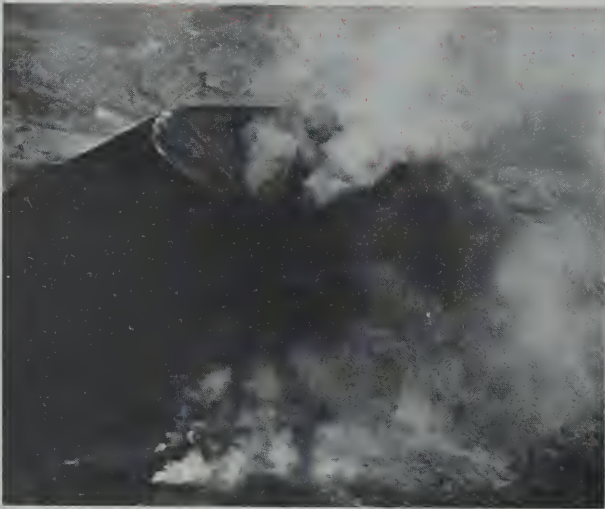
Based on the information above, in which of these two cities would you choose to live? Why? Around which city would you prefer to farm? Why?

During what season would it be best to visit each city and the surrounding area? Why?

Did You Know?

... Volcanoes are found throughout most of Mexico and are very numerous in the section of the country that has the highest population. Mexico City is in the midst of this region.

... One morning in the 1940's, a farmer plowing his field some 180 miles west of Mexico City noticed that the ground was unusually hot and that smoke was coming from the furrows made by his plow. Suddenly tongues of fire were seen and lava and stones shot into the air. The newly born volcano, Mount Paricutin (Par-i-cute-inn) eventually reached a height of several thousand feet and devastated everything within 60 miles.



An aerial view of Paricutin when it had reached a height of 1300 feet above its base. This shows the nearly perfect symmetry of the cone and the crater. Two vents, one giving steam and the other dust, are seen in the crater. The fluting on the cone results from sliding and settling. Later the fluting is exaggerated to deep gulleys by rain water.

Things To Do

1. Find out how volcanoes form. Identify different types of volcanoes. What happens to volcanoes (or any type of mountain) after thousands of years?

In what way is the wearing away of volcanoes good for agriculture?

Why, then, are many of the soils of Mexico poor today?

Discover the names and locations of Mexico's more famous volcanoes.

2. Refer to the picture of the market place on page six and decide from what areas of Mexico the products were obtained.

A LOST CIVILIZATION

While visiting the National Museum of Anthropology and History, Anita Larosa and Florencia Sandoval were so fascinated by the tomb of the high priest of Palenque that they returned to see it again and again.

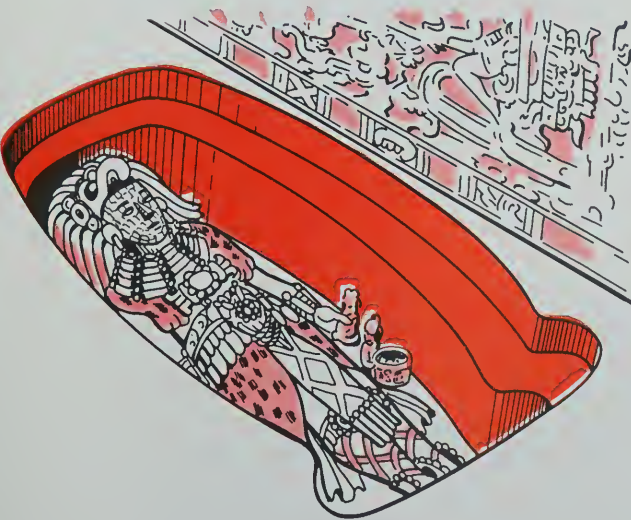
"Wouldn't it be exciting, Anita, to find a tomb like that right here in Mexico City? If they found this one only a few years ago, surely there might be others just waiting to be discovered. The sign said it was a tomb of a Maya priest. How did they know that? Let's find out more about that tomb and the people who built it."

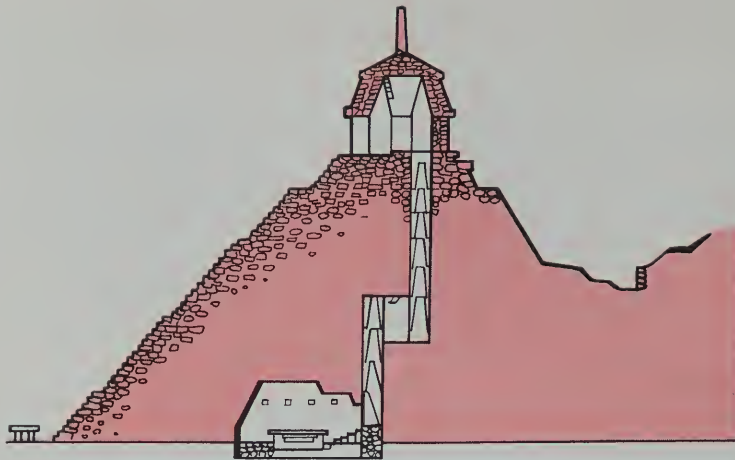
"Maybe, Florencia, we could study the Maya as if we were archeologists looking through those old ruins, and present our findings to the class. That would be a great way of studying history, to try to picture life in Mexico as it used to be by looking at the things the archeologists dig up."

PALENQUE'S MYSTERY STORY

Because no mummies or skeletons had ever been found in the Mayan pyramids, archeologists believed that the buildings were used only for religious services. But in 1945 Alberto Ruz Lhuillier, a Mexican archeologist, noticed that he was able to fit his fingers into some holes in a stone slab in the floor of a temple at Palenque. The stone was lifted and below it was a staircase filled with rubble.

Although they were curious and impatient, the archeologists and workers could dig only during the dry season which lasted four months each year. So it took seven years before they reached the bottom of those stairs.





Cross-section of the Temple of the Inscriptions showing the passageway and location of the burial chamber.

Excitement grew when they found a chest containing jade jewellery, ceramic plates and a large pearl. Ruz thought they might be offerings to the gods on behalf of someone important. He became positive of this when they came upon a sacrificial casket containing the skeletons of five or six young men.

Eagerly the searchers worked on. At last under a carved slab they discovered the skeleton of a Mayan priest, covered with jewels, carvings, and a turquoise death mask just as it had lain for fourteen centuries! Some people think this was the most important discovery in American archeology.

Where was this tomb discovered? (Use the map on page 14.)

What was the status of the person in the tomb?

Suggest a date when this person would have been alive.

Why was it that his tomb went undiscovered for so long?

During the excavation of the tomb, what made the archeologists realize that this was the tomb of a very important person?

What do these findings tell you about the civilization to which this person once belonged?

Much can be learned about the Maya by studying the old ruins which were once their cities.

Find these cities on the map on the next page.



Chichén Itzá



Tulum



Palenque



Uxmal

Describe the buildings you see in these cities.

Of what were they constructed?

Describe their shapes and sizes.

What use would the Maya make of these buildings?

In these cities, what buildings would you expect to find that are not shown here?

Suggest why the ruins of few homes have been found in these Mayan sites.

Basing your ideas on the pictures above, what do you think was the main purpose of the cities?

Who would live in them?

Look up pictures of other Mayan cities. Study the buildings carefully and see if you can determine their uses from their appearance.



Map of Archeological Sites

What do the dots on this map indicate?

Where are most of the sites located?

Where is Palenque?

Check your atlas to determine the landforms, climate and vegetation which exist at these sites.

Using the information you have gathered, write a description of the lands where the Mayan cities were located.



The "secret of the forest" of Kunâ. (Arrow points to temple.)

Study the picture of this ancient Mayan site.

Explain why some of these sites have only recently been discovered.

Archeologists believe that there may still be undiscovered Mayan buildings. Why would this be possible?

Study the map and suggest where you would search for new sites if you were an archeologist.

It has been estimated that the Maya could grow all the food they would need for a year in less than four months. Therefore they would have time to do other things. The following pictures suggest several of the things they did. What else might they do? Try to find proof.



El Castillo, Chichén Itzá

Put yourself in charge of building this temple. How would you do it? The Maya had no beasts of burden and no wheeled vehicles. Suggest how they would build the temple. How many men would you assume might be employed in this undertaking?

The Mayan people had time for play. Their national game (Pok-ta-pok) was played on courts like this. For a description of this game which was also played by the Aztecs, see page 48. Study the court and suggest games you know that could be played there.



The Ball Court, Chichén Itzá



With whom might the Maya trade? What things would they have traded? By what means did they move their goods to other areas? (Remember no beast of burden, no wheels.) How would an archeologist today know whether the Maya traded with other people?



a



b

What are the Maya doing to the forests in pictures a and b?

Why would they be doing this?

What methods and tools are they using?

Would the land that they cleared be very **fertile**? Explain.

What tools are they using to plant their crops?

How do our farmers plant crops to-day?

How did the early pioneers of our country plant their crops?

Compare their methods with the Mayan methods and suggest which you think were better.



c.

Here are the **yields** that a group of Maya received from a small plot of land they cleared.

year 1

96 bushels of corn

year 2

64 bushels of corn

year 3

30 bushels of corn

What is happening to the yields? Why would this be?

What could the Maya do to obtain higher yields again?

Why are the following names suitable for the type of agriculture carried on by the Mayan farmers; (a) slash and burn agriculture

(b) shifting agriculture.

The Mayan farmers planned to return to the same plot of land in approximately ten years.

What would happen to the land within that time?

After several **cycles** the Maya often could not grow crops on the same land again. Suggest why.

Archeologists are still not certain why the Maya eventually abandoned their jungle cities. Suggest some reasons for their movement based on their agricultural activities.

It is possible that most of the Mayan centres were used mainly for religious purposes. Study these pictures of Mayan gods which were copied from stone carvings on their buildings.



ITZAMNA
Ruler of the Sun



IXCHEL
Goddess of the Moon



SHAMAN EK
God of the Polestar



EK CHUAH
God of War and Death



IXTAB
Goddess of Suicide



CHAC
God of Rain



KUKULCAN
Plumed Serpent

THE MAYAN GODS

The kinds of gods they worshipped tell us much about the things that were important in Mayan life.

What do you think these things were?

The Maya had many other gods. Suggest what some of them might have been.

Knowing the significance of the gods to the Maya, which particular group of people in their society would be very important?

What would the chief duties of this group be?

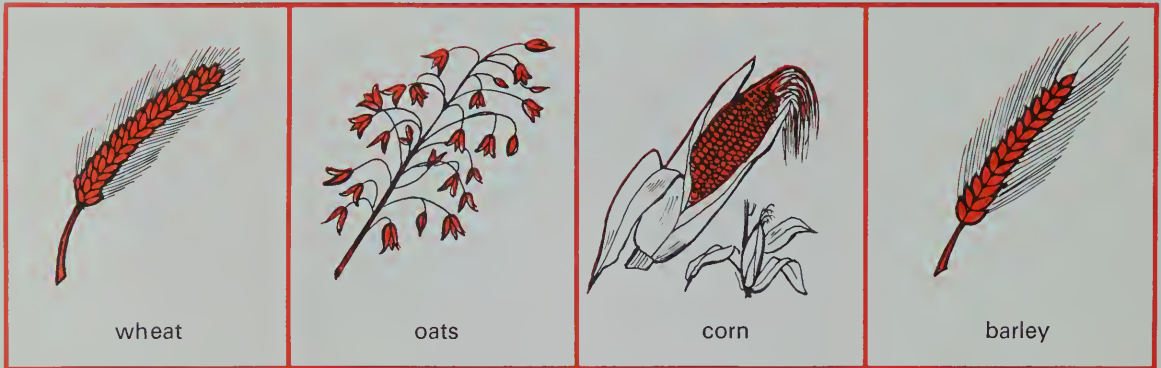


YUM KAX

Yum Kax was one of the most important of the many Mayan nature gods. What does he appear to be doing in the mural on the previous page? Give Yum Kax a name of your own which signifies what he does.

The headdress of Yum Kax is symbolic of the crop which was most important to the Maya.

Compare the headdress to the following grain crops and suggest which crop it might represent.



The head of a second god or goddess appears in the picture.

What would you name this deity?

What do these particular gods tell you about the type of society that the Maya maintained?

THE STELA

In the Mayan cities a curious type of free-standing monument called a **stela** has been discovered. These **stelae** (this is the plural of stela) were usually carved with figures of gods and each had the accurate date of the erection of the stela.

What use would the archeologist make of these monuments?

The archeologists were trying to determine when the cities were first established and also when they were abandoned.

How might the stelae help them solve both of these problems?

Here are some facts which archeologists have learned from the study of these stelae:

- ... Over 80 stelae have been found at **Tikal**. The oldest is dated October 19, 445 A.D. They estimate the city was inhabited from 1500 B.C. to 900 A.D.
- ... The oldest stela at **Uaxactún** is 328 A.D.
- ... Stela at the Temple in **Copán** dated 756 A.D.
- ... Oldest stelae dates at **Yaxchilán** 692 A.D. and 726 A.D.
- ... Stelae dates at **Piedras Negras** indicated establishment around 761 A.D.
- ... **Cobá** stela dated 623 A.D. Estimate city inhabited from 7th century A.D. to end of 15th century.
- ... **Chichén Itzá** first inhabited about 700 A.D.
- ... No stelae discovered in the Mayan area dated after 890 A.D.

Use your map on page 14 to locate the Mayan centres mentioned above.

What is the general area called? In which present-day countries, as well as Mexico, are these ancient Mayan townsites situated?

Archeologists believe the early Maya slowly **migrated** away from their original cities. What evidence exists from the stelae dates that indicates a migration? Give logical reasons which might have prompted Mayan emigration.

Archeologists have some **theories** as to why certain Mayan cities were abandoned long before others but it is still a mystery.

Use your research books to find out what might have happened to the Mayan cities.



Maya Classic stela from Copán, representing god of the west, wearing his headdress of dried maize stalks.

THE CALENDAR

Mayan priests did not work in the fields but were supplied with food by the Mayan farmers.

Why would farmers bring food to the priests?

What would the farmers expect the priests to do for them in return?



This building was uncovered at Chichén Itzá.

Study the shape of the building and suggest what its purpose might be.

Look up the meanings of the words **observatory**, **astronomy**, and **astrology**.

Why would the priests spend much of their time studying the movement of the heavenly bodies?

Did You Know?

... An old Mayan book has been discovered in which are recorded the movements of the planet Venus for over 400 years.

How would the study of the sun and stars be of particular help in determining when to sow crops?

What other things might the Maya believe could be predicted by the movement of the stars?

Things To Do

Many people today believe that their futures are predicted by the movement of the stars.

What is a **horoscope**? On what principle is it based? Why do so many people believe what their horoscopes say about them?

Read your own horoscope for a few days and write your opinion of its advice and predictions.

When a Mayan priest also became an astronomer and an astrologer his influence over his fellow people greatly increased.

Freed from the time-consuming task of working in the fields, the Mayan priests were able to make many fine contributions to their civilization. With the careful study of the sun and the stars they developed a very accurate calendar.

Did You Know?



... The Mayan calendar had 18 months in the year with 20 days in each month.



At the end of the 18 months the Maya waited 5 full days before repeating the cycle for the next year.

Every four years an extra day was added to the five to bring the sun to the correct position in the sky.

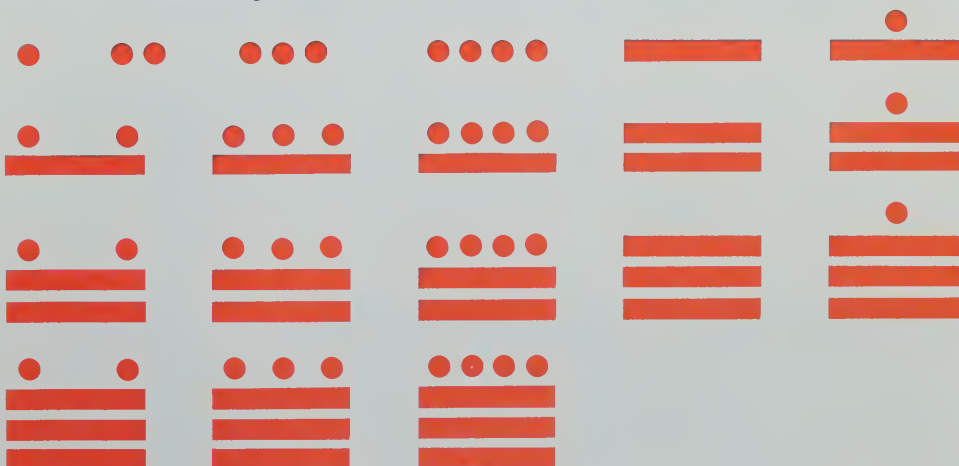
Compare the Mayan calendar to our own Gregorian calendar. Which is better? Why?

The priests also worked out a system of number symbols similar to our Roman Numerals.

 is 1
 is 5

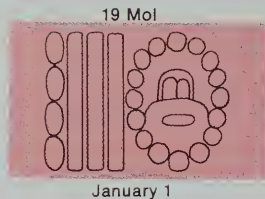
 is 0
 is 20

Read the following numbers—



MAYAN WRITING

The Mayan priests also mastered a form of writing. On the stone carvings found in the ancient cities were symbols called **glyphs** which the archeologists interpreted as writing. Here is a glyph representing one of their calendar dates.



This portion of the glyph is a symbol for one of their 18 months—Mol.



This portion of the glyph represents the date of the month. Which day is it?



Codex Troano-Cortesianus

Writing like this is called **Hieroglyphic** or picture writing. How would you attempt to understand an ancient language such as the Mayan? Many linguistic experts are working on interpreting the ancient Mayan language but it is still not completely understood. The archeologists were certain that, since the Mayan priests could write, they must have kept records or books which would tell us much about their ancient way of life. But few of their writings have been discovered. Where would you suggest that the archeologists search for old Mayan manuscripts?

What Happened to the Mayan Manuscripts?

The Spaniards who conquered Mexico believed that the only real religion was Christianity. They did not like the Mayan religious ceremonies. The Bishop of Yucutan, Diego de Landa, believed that if he got rid of the Mayan religious books (codices) the people would forget their religion.

In 1549 he ordered the soldiers to seize all the Mayan books they could find. In a huge bonfire he and the Spanish soldiers burned nine books. The writings of centuries of Mayan priests were lost forever! We don't know how, but some of the precious manuscripts were saved!

Suggest what the Spanish might have done to achieve the same purpose without burning the books.

Parts of three Mayan books (codices) have been found. They were painted on long strips of bark paper.

... Dresden Codex.

Rediscovered in 1759 in Vienna.

Deals mostly with astronomical calculations.

Now in the State Library, Dresden, Germany.

... Codex Troano – Cortesianus

Rediscovered in 1850 in Spain.

Practical astrology and village life.

Now in the Museum of Archeology and History,
Madrid, Spain.

... Codex Peresianus

Rediscovered in 1860 in Paris.

Large sections missing.

Contains descriptions of gods and religious ceremonies.

Now in Bibliothèque Nationale, Paris.

What is strange about the places of discovery of these Mayan codices?
Explain why Mayan books would be found in such places.

What is significant about the names of these codices?

What information might these books give us about the way of life of the ancient Maya?

The Mayan people who live in Mexico to-day know very little about the way of life of the ancient Maya. However they still relate many **legends** about their ancestors and the gods in which they believed. The archeologists wondered whether there could be any truth in the stories the Maya told. Read this ancient legend and decide for yourself which parts of it could be true.

The well at Chichén Itzá was a sacred place. There, messages could be sent to the gods and their answers received. The bearer of these messages was someone special, someone who had been prepared for the mission for a long time by eating special food, wearing the finest clothing and jewellery, and being waited upon. When a favour was to be asked of the gods, the special person was painted blue (the favourite colour of the gods) and led in a grand and noisy procession to the sacred site. Here the message-bearer was tied hand and foot and hurled into the well. All those who watched would throw their most precious possessions into the well too. In a few hours the message-bearer was expected to return with an answer from the gods. If the person did not return, ill-fortune would follow.



What would an archeologist do to prove whether parts of this legend were true?

In the early twentieth century an American archeologist, Edward Thompson, decided to dredge the sacred well of Chichén Itzá. Here are some of the things which were found in it:

- yellow balls of copal
- symbolic figures carved in jade stone beaten on gold and copper disks
- a number of hulches (dart throwers)
- many darts with finely-worked points of flint, calcite and obsidian
- dozens of tiny bells, figurines, pendants, axeheads, disks of copper and gold
- numbers of human skeletons—21 children (18 months to 12 years)
 - 13 men
 - 8 women
- several superbly fashioned ceremonial knives
- carved jade from Piedras Negras inscribed with the date A.D. 706
- carved jade from Palenque inscribed A.D. 690

The findings from this well told the archeologists much about the Ancient Mayan civilization. What do these articles tell you about the Ancient Maya?

We have looked at only a few ways that an archeologist would attempt to uncover the mysteries of an ancient civilization. Much work must still be done in order to provide an accurate picture of the once-forgotten Maya. If you were an archeologist in Mexico what new ideas would you introduce to try to find out more about the people who once inhabited this region?

Did You Know?

- ... The Maya were brilliantly accomplished in astronomy, mathematics, hieroglyphics, architecture, and sculpture.
- ... The Maya devised a multi-divisional calendar and developed the mathematical use of zero.
- ... The Maya domesticated the wild turkey and kept bees for honey.
- ... The Maya buildings were equipped with drainage systems.
- ... The Maya used metals for articles of personal adornment and ceremonial use.

Did You Know?

- ... No evidence exists that the Maya had wheeled vehicles, potters' wheels, ploughs, or beasts of burden.
- ... No true arches are to be found in their buildings.
- ... Despite the fact that metals were available the Maya had no metal tools.

What things would you expect to find in a 'great' civilization? Do you consider the Maya civilization to be great? Why? Select another ancient civilization (Egyptian, Babylonian, Chaldean, Assyrian, Persian, Chinese, Phoenician, Etruscan, Greek, Roman) and compare their accomplishments with those of the Maya.

THE AZTECS

On the bus tour of Mexico City, Alberto and Juan were interested in excavations for the new subway. At the Zócalo the guide said they were digging up remains of the temples of Tenochtitlán as they existed when the Spanish explorers arrived at this Aztec capital.

The two boys had often been told that they, more than any other members of the class, resembled the Aztecs of old. They decided to find out more of how their ancestors had lived in this beautiful city. At the museum there was an abundance of material since the Aztecs were the last of the great Indian societies that dominated most of Mexico when the white man came.

When the boys started to research their topic back at the school library they found this picture and account in National Geographic magazine.



AZTEC WORSHIP

The scene is a platform at the top of the pyramid temple of Tenochtitlán where a handsome Indian youth lies stretched out on a sacrificial stone awaiting his fate. Two priests in black pinion his feet; three others hold his arms and head. A sixth priest, dressed in red, brandishes the ritual dagger of highly polished stone.

Pictured here is a ritual sacrifice which took place with elaborate ceremony at the end of every year. The victim was among the most handsome and brilliant of Aztec youths and for a year before his death he was specially prepared and fêted. "He feasted on delicacies, was taught to play the flute, to walk and talk with a royal air. Late in the year he was married to four maidens, reared as goddesses for the honour." In the final death scene, the young man broke his flutes, one after the other as he climbed the huge flights of steps. At the top the priests seized him, tore open his chest, tore out his heart, and offered it, still throbbing and bloody to the god Tezcatlipoca. The youth's soul then ascended to the highest of all Aztec heavens. After his body was carried away, his head was placed among rows of skulls hanging on a rock near the temple's walls.

Other living victims of the heart sacrifices, which were made whenever the gods needed to be propitiated, were captives, criminals and children.

Did You Know?

... A prophecy told the Aztecs where to settle after their wanderings from a region "far to the north." (No one is certain where they originated.) According to the legend they knew they would find a place where an eagle sitting on a cactus was devouring a snake, and so it was; the place became Mexico City, the eagle and the snake, Mexico's national emblem.

The boys knew that the Aztecs had been known as a very feared warlike people accustomed to offering large numbers of live sacrifices but questions such as these bothered them:

1. Why would the Aztecs accept this type of human sacrifice which today is considered very cruel?
2. Why was such a primitive tool used as a "sacrificial knife"?
3. Who would look after any children born to the four wives?

4. What role would these children be expected to play in Aztec life as they grew up?

The boys immediately set about organizing material to present to the class so that together they would find answers to these questions.

They duplicated a class set of outline maps of Mexico so that the boys and girls could mark information that concerned them.

This is one of the maps the boys used for reference. They had their classmates indicate the Mexican plateau, the location and dates of the Aztec tribe and their own city. Also to sketch a Mexican flag and describe the significance of its coat of arms.



When asked why so many tribes seemed to have lived around the present capital city, Juan was ready with the following passage:

“One of the really fertile areas of Mexico has always been the valley of Anahuas (Anna-walk). This is the centre of the high Mexican plateau and is ringed about by mountains. Out of its soil, great civilizations have sprung. The gods being willing, a rainy season between June and September would bring the moisture needed for such crops as corn, barley, beans, squash, tomatoes and a variety of others. The saline lakes yielded salt which is a basic need for cereal-eating people. The volcanoes, erupting over untold centuries, produced a residue of riches. Layers of ash

acted like chemical fertilizer to the soil. Inexhaustible rock quarries yielded a hard grey stone for sculpture work, a peculiar porous stuff for building material, and obsidian glass which could be split for use as knives, weapons and razors or polished for mirrors."

How did this help to solve part of Juan's wonderment regarding the sacrificial knife?

Did You Know?

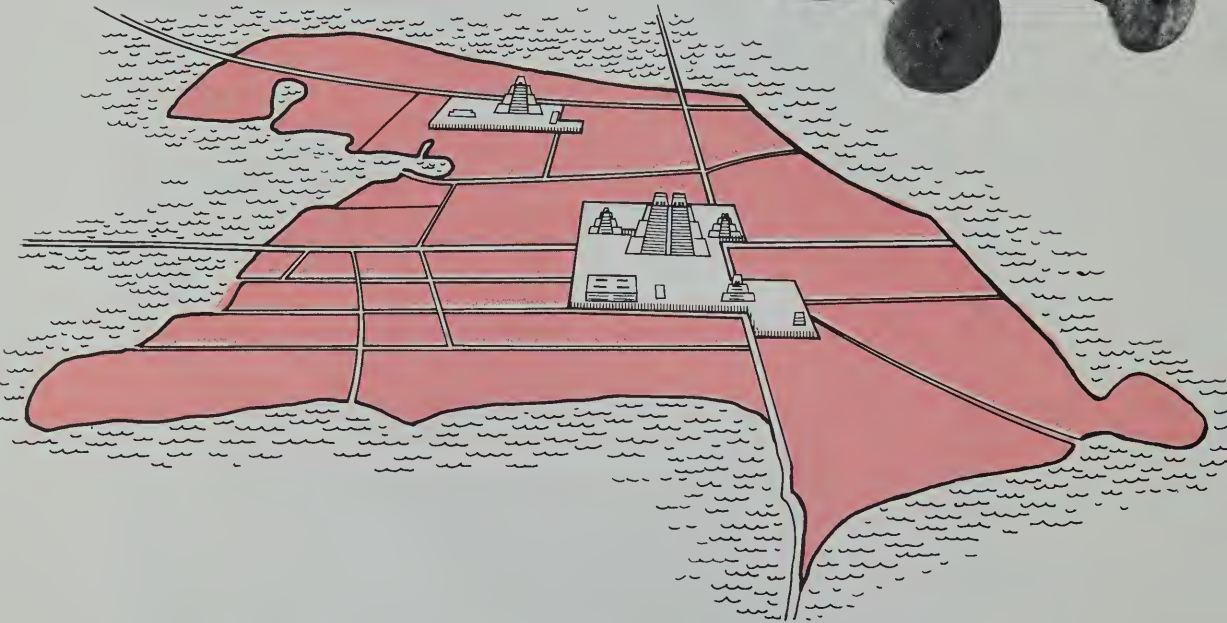
... The early wandering of the Aztecs in search of "the promised land" has been compared to that of the Israelites. As Moses led the chosen people so the Aztec priest, Tenoch, guided his people.

... The Aztecs called themselves Tenochas or Mexica, hence you can see the origin of the later names. Since they said that they had come from the land of Aztlan it was the Spanish who first called them "Aztecs".

1. In 5000 B.C. the Stone Age Indians of America did not differ much in cultural accomplishments from primitive man anywhere else in the world. Yet when the Spaniards came to Mexico in 1519 the natives were still working in stone and making a very excellent job of it, although the ancient Sumerians and Egyptians at the eastern end of the Mediterranean had advanced from this stage about 3500 B.C. Can you suggest reasons for the difference?
2. Although the Mexican people invented a soft bronze, the only metals they worked extensively were gold, silver and copper. What important metals were not used? Suggest reasons. What effect did this probably have on the history of America?
3. The Mexicans domesticated only the dog and the turkey and both of these could be used for food. Name different types that have been domesticated elsewhere in the world for the following:
 - (a) pet animals
 - (b) food animals
 - (c) pack animals
 - (d) draught animals

How would the absence of these affect the Mexicans?

4. This picture of a clay toy (A.D. 800-1200), found by archeologists, proves that the Mexicans were not ignorant of the wheel, yet it was never used for transportation, even in the extensive trade between various Indian tribes located in the scattered mountain valleys of the country.



TENOCHTITLÁN IN 1519

About 350,000 people lived on this island of approximately 20 square miles. No city in Europe from which the Spaniards had come equalled it in size. When the Spaniards first glimpsed this island capital on November 8, 1519 one of Cortes' soldiers wrote:

"... we saw so many cities and villages built in the water and other great towns on dry land and that straight and level causeway going towards Mexico, we were amazed. . . . The great towers and buildings rising from the water . . . [were] all built of masonry. And some of our soldiers asked whether the things they saw were not a dream."

Look at the map on page 34 to see what he meant by referring to the other cities, towns and villages.

1. How many causeways connect the island to the mainland? Give each a name according to the direction in which it runs.
2. Which of these causeways do you suppose is the route of today's modern Pan-American highway?
3. The city was divided into four areas or quarters. What boundary lines would be used in making these divisions?
4. The names of the four quarters were:

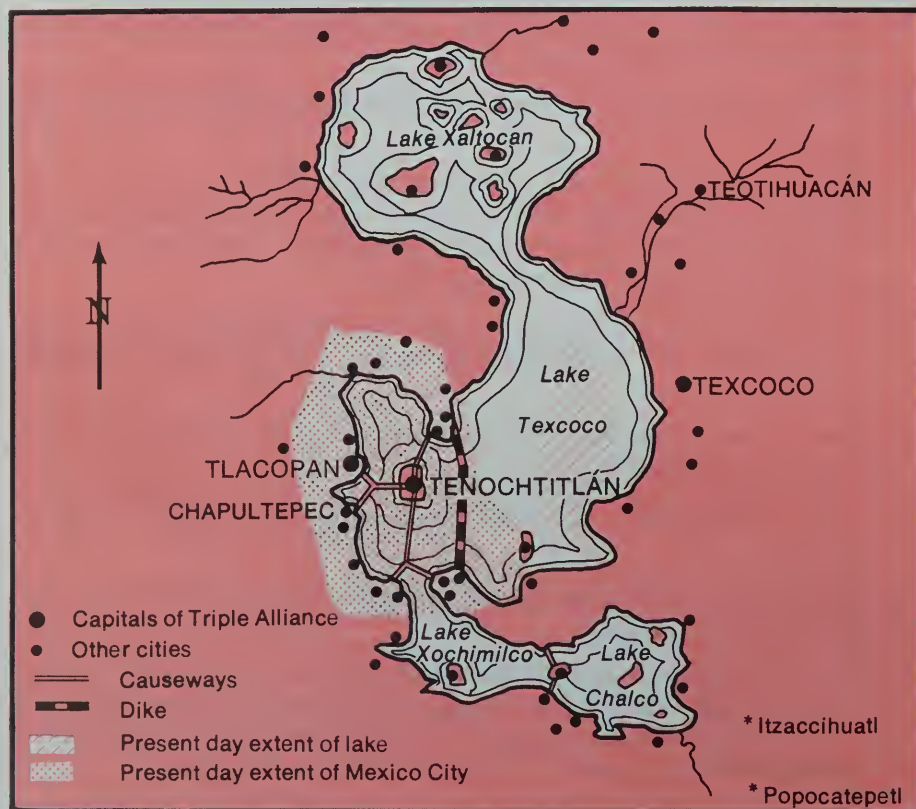
(a) The Place of the Blossoming Flowers	(c) The Place of the Mosquitoes
(b) The Quarter of the Gods	(d) The House of the Herons

 What do these tell you about life in the Aztec city?
5. The centre of the city was called the Sacred Precinct. What type of building or structures do you recognize there?
6. Suggest why the Aztecs would establish themselves on an island.
7. As the city grew in size, they would become dependent on the mainland for what goods and materials?
8. Spring water was brought in from Chapultepec. What does this suggest about the waters of the lake?
9. What materials are used today to pipe the water flowing to your homes?
10. The Aztecs had none of our modern water piping materials and yet Cortes reports that the flow of water from Chapultepec by way of the west causeway was "as thick as a man's body". What kind of construction would make this possible?
11. The buildings of the city were made of stone, masonry, adobe, brick, cane, wattle and thatch. Where would be the source of these materials?
12. Without wheeled vehicles how would the heavier materials be transported to the island?
13. What building materials used today are missing from the list in No. 11?
14. The Spanish conquerors called the Aztec capital "another Venice". What did they mean?
15. The first settlers in this marshy island practised **chinampa** cultivation. This can still be seen today at Xochimilco, a place south of Mexico City. Can you explain it and probably get some pictures to illustrate it?

Did You Know?

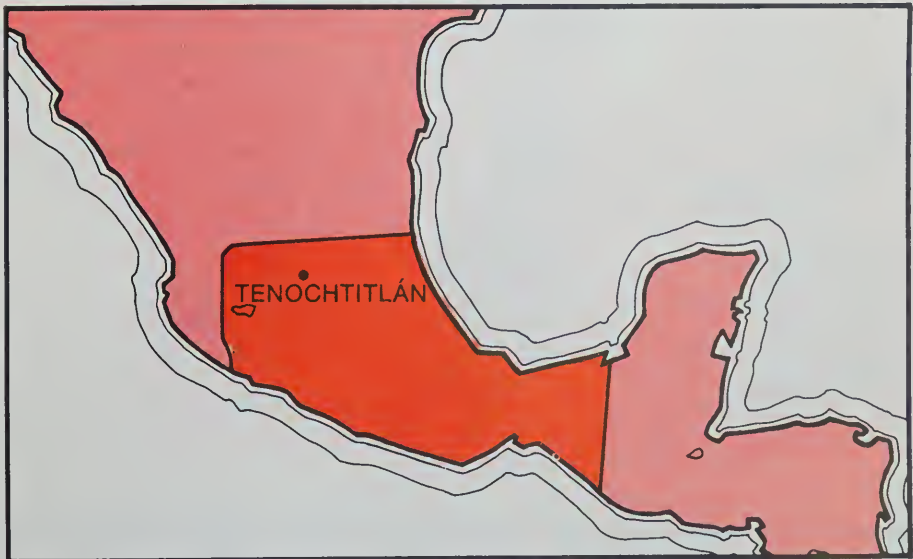
...The Aztecs were very pollution conscious. They had no sewage purifying system such as our large cities have but would not have dreamed of polluting their lake with the sewage from their city. Public urinals were set up throughout the city. The urine was used as a dye fixative. It was then transported along with other body wastes in special canoes to the mainland fields where it was a valued fertilizer.

THE VALLEY OF MEXICO IN AZTEC TIMES



1. Find the capital of the Aztecs.
With what other two city-states did the Aztecs ally themselves?
2. Locate and comment on
 - (a) Chapultepec
 - (b) Teotihuacán (tay oh tee wah Kahn)
 - (c) Ittaccihuatl, "The Sleeping Lady" (ees zah see wahtl)
 - (d) Popocatepetl (Poh poh kah TAY petl), "The Popo"
3. Small fresh-water rivers flowed into the lake but there was no outlet. Why would the lake eventually become salty?
4. Keep in mind that the fresh-water came from springs to the west. During the rainy season when the lakes rose what effect would the salt waters have on the **chinampas**? By looking at the map tell how the Aztecs overcame this.
5. We are not sure of all the reasons for the shrinking size of the lake. What do you think may be some of the causes?

GREATEST EXTENT OF THE AZTEC EMPIRE



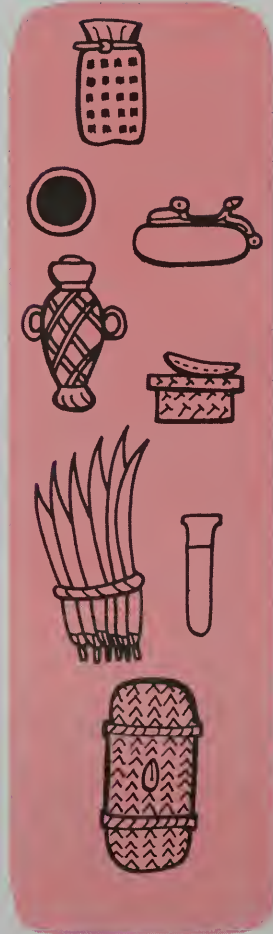
When the Spaniards came, there were within the borders of the Empire 489 tributary towns. These were divided into 38 provinces and included some 15 million people, most of whom were not Aztec.

1. What would be some of the problems encountered by the Aztecs in establishing and maintaining this empire?
2. What would be necessary to govern the empire successfully?
3. What connection exists between the information above and on the following pages?

A



B



Picture symbols for objects paid in taxes to the Aztecs.

A

- Blanket
- Carrying rack
- Necklace of gold beads
- Bowl of gold dust
- Necklace of jade beads
- Bin of black beans

B

- Bag of cochineal
- Ball of rubber
- Brick of amber
- Jar of honey
- Basket of white refined copal
- Bundle of quetzal feathers
- Lip ornament
- Cacao beans

Classify the objects paid to the Aztecs as taxes under the following headings: a) food

- b) clothing
- c) ornamental
- d) other

HOW THE AZTECS COUNTED

Aztecs did not use a number system based on ten as we do but instead counted by twenties. In their written record the numbers up to 19 were indicated by dots or occasionally by fingers and the number 20 by the drawing of a flag. Four hundred (20×20) was a sign which looked something like a feather or a fir tree. Eight thousand ($20 \times 20 \times 20$) was a tasselled pouch which was imagined to contain eight thousand cacao beans.



In the picture below: How many jars of honey?
How many bags of cacao beans?
How many blankets?



Write in Aztec language: twenty-four knives
six mountains
451 rabbits
8030 trees

AZTEC SCHOOLS

In Tenochtitlán the children of noble families attended temple schools where they were taught by priests. The boys learned tribal history, religion, correct behaviour, music, medicine, government, mathematics, calendrics, astrology, astronomy, law and architecture. They slept and ate all their meals at the building under the constant supervision of the masters. They would graduate to become priests, military leaders, judges and government officials.

The girls were under the charge of priestesses who taught them religion, proper manners and some useful crafts. They helped the priestesses carry out temple duties such as offering incense to the gods.

Boys who were not of noble birth learned to be warriors at schools called Houses of Young Men. They also lived in the school but there was time for sports and recreation. The aim of these schools was to develop good citizens for the Aztec state, so they were taught history, religion, arts and crafts but no reading or writing.

Although there were no full-time soldiers, except for the palace guards, every Aztec was expected to be a warrior if necessary, ready to leave his farming, hunting, or his work as a tradesman or craftsman to fight for his country.

1. In our schools today, considerable emphasis is placed on reading and writing. Under which system of schooling would you prefer to be educated? Why?
2. Where else would the youths get training in agriculture, commerce, and craftsmanship?
3. Without metals, what materials would be used in the making of the military weapons?
4. What might be an Aztec description of "a good citizen"?

BOOKS AND WRITING

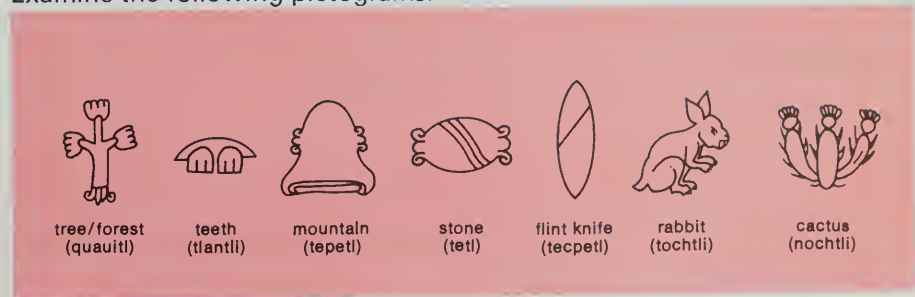
Of the 700 languages of Mexico that have been distinguished, the one most common to the Mexican Plateau was the "Nahuatl". It was this that Aztecs inherited and spread widely throughout their empire. It was the language of the schools and learning was done through memory work. The teacher spoke the lines, the pupils repeated them in unison. (See page 5 for Nahuatl words we use today.)

A written language was developed too. Bark fibre from one of the wild trees was beaten into thin sheets to be used as paper. One of the important articles of tribute demanded by the Aztecs was rolls of paper. Lengths

were cut from the rolls and folded double to make "books". Hundreds of these were used to keep accurate financial accounts, to record taxation and tribute payments, to preserve trial records, land deeds and family trees. Aztec history, recording migrations, wars, victories and founding of cities, personal diaries, observations of planets, stars and eclipses was carefully recorded in books. After the conquest, however, Spanish monks in their own religious zeal, collected all of these that could be found and had them burned. Only a pitiful 14 of these books now remain.

Aztec writing was very different from ours. Since they did not have an alphabet, they used picture drawings like the early Egyptians. The Aztecs copied and improved on the written languages of earlier Indian tribes. There is a remarkable similarity between some of the Aztec symbols and those of the ancient Egyptians. Have you any explanation for this?

Examine the following pictograms:



This was the symbol for present-day Mexico City.
Explain its significance.

"Never in the field of human conflict, has so much been owed by so many to so few." What feelings are aroused by this statement in English? What was its purpose? Why would the Aztecs be unable to write such a statement? In spite of this limitation these clever people had some great literature. How could this be accomplished?

Here is an Aztec poem, written down by an early Spanish scholar.
Is it true that one lives only on earth?
Not forever on earth: only a short while here.
Even jade will crack,
Even gold will break,
Even quetzal feathers will rend,
Not forever on earth: only a short while here.

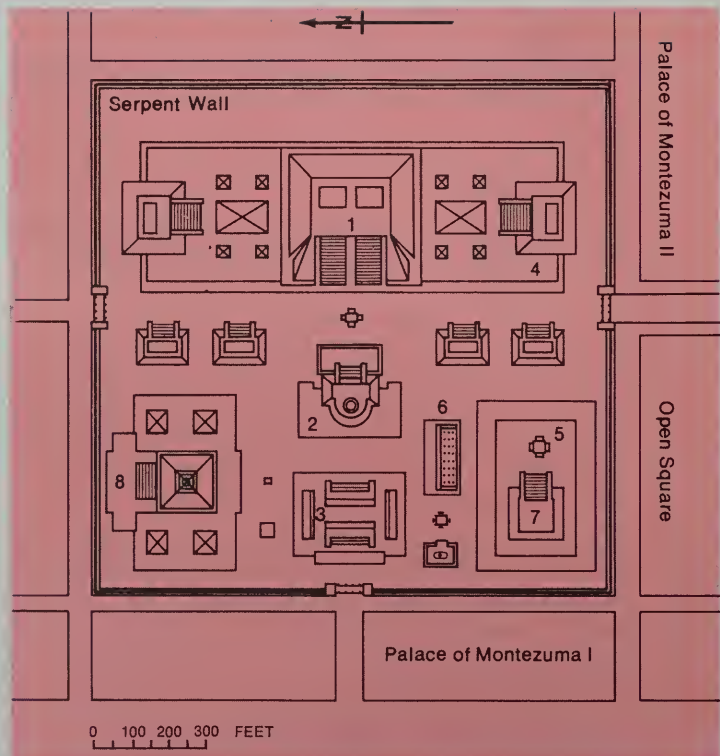
AZTEC RELIGION



This is how the Sacred Precinct of Tenochtitlán is believed to have looked.

Plan of the Sacred Precinct

1. Shrines of Tlaloc and Huitzilopochtli
2. Temple of Quetzalcoatl
3. Ball Court
4. Temple of Tezcatlipoca
5. Platform for gladiatorial combat
6. Skull-rack
7. Temple of the Sun
8. Calmecac



1. Using the plan, identify the various structures in the picture.
2. From the scale establish the size of the Sacred Precinct.
3. Estimate how many people this religious plaza might accommodate.
4. If admittance were limited, what type of person would be given preference?
5. Mexico City's open square or *zócalo* is in exactly the same location as the Sacred Precinct of ancient Tenochtitlán. In both cases what was its purpose?
6. Why do you think this Sacred Precinct was surrounded by a serpent wall?
7. Why would the Montezuma or Aztec ruler want his palace in the locations shown?

THE GREAT TEMPLE

Dominating the whole sacred precinct was the Great Temple with the twin shrines of two Aztec gods sharing a single pyramid. The pyramid was in several tiers and rose to a height of about 90 feet with most of the front occupied by two staircases.

The top of the pyramid was leveled to form a terrace on which stood the temples of the two gods. On the terrace outside the temples stood the two stone blocks over which the human captives were stretched for sacrifice. Besides these altars burned great braziers, some of them almost as high as a man.

In front of the Great Temple and right in the middle of the precinct was the temple of Quetzalcoatl. Nearby were chopping blocks and pots filled with water ready for the butchering and cooking of human flesh which formed part of certain rituals.

From the information you have, what is your opinion of:

- a) The engineering skills of the Aztecs?
- b) Their mathematical ability?
- c) Their religious practices?

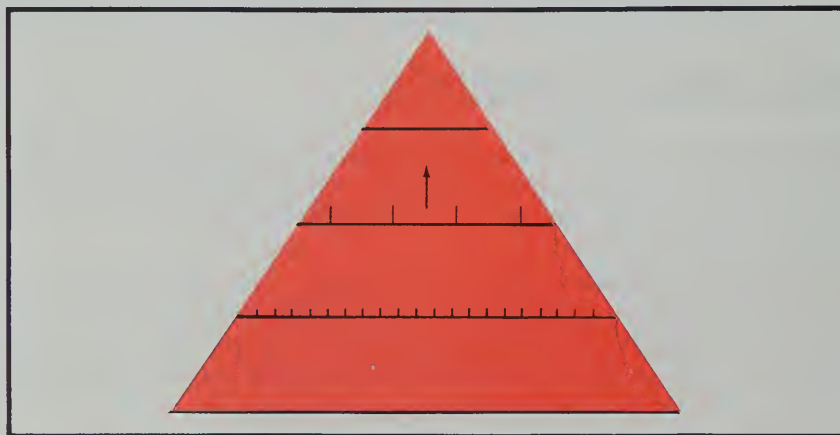
THE GOVERNMENT IN THE CITY STATE OF TENOCHTITLÁN

Each family belonged to one of the 20 clans with its own emblem or coat of arms, its own clan council and elected leader. The 20 clan leaders met frequently in a Tribal Council to discuss matters and pass on information to their select group called Council of Four. These were the electors of

the Chief Speaker or “king”. The choice usually would be the firstborn of the previous ruler, but they could also choose from his brothers or his nephews. The qualifications of a “noble” ruler was one who had great valour, knowledge and skill at war.

This Chief Speaker was the supreme head, commander-in-chief of the Aztec army, high priest and court of last appeal. He was held in check only by the traditional customs of his people and practices of the past. Montezuma II had 150 children so that there would be little chance of the royal line disappearing.

Make a large size pyramid similar to the one below and mark on the various levels mentioned above.



How could the following words be used in describing the Aztec system of government?

dictatorship
theo-democracy
elective monarchy

THE PYRAMIDS OF TEOTIHUACÁN

When Juan and Alberto asked how many in this class had ever seen or climbed a real pyramid, about half the class replied in the affirmative. In every case it had been the pyramids of the Sun and the Moon at Teotihuacán, about 30 miles to the northeast of Mexico City, that the pupils had visited.

The boys reminded them that they were probably a thousand years older than the ones that had once stood in their own Tenochtitlán and had been the centre of a Toltec-Teotihuacán city of 20,000 people. He asked them to bring in pictures and tell the rest of the class what they had learned from these priceless historic remains.

1. Why might the Teotihuacáns (tay oh tee wah KAHNS) have deserted their temple and city around 600 A.D.?
2. Compare the age of the pyramids with those of Egypt.
3. What difference do you find in the purpose of the Egyptian pyramids and those of Mexico?



Pyramid of the Sun, Teotihuacán

AZTEC GODS

Juan and Alberto were so impressed with the emphasis given by the Aztecs to religion and the gods that they decided to learn more about them. They knew that many stone images of them existed in the museum and also the library had some excellent pictures and descriptions. They gave a description of each of the following gods to the class and asked them to draw their impression writing beneath it the name of the god and any important information:

Sun God (Tonatiuh)

Most early civilizations worshipped the sun. Why do you think the sun was much more important to the Mexicans than to those of us who live in the urban parts of our country? Why do Eskimos and Pygmies not worship the sun?

Rain God (Tlaloc)

In what climatic areas of Mexico would the greatest attention be given to pleasing this god? Why?

The Plumed Serpent (Quetzalcoatl)

An old Indian god of civilization and of day. He was widely respected among all the Mexican tribes. He was supposedly named after the king of one of the early Indian tribes who may have lived about the time of Jesus Christ. How many years before the coming of the Spaniards was this?

Smoking Mirror (Tezcatlopoça)

The god of Hell.

Look again at the plan of the Sacred Precinct of Tenochtitlán to see how each of the gods was honoured.



Hummingbird Wizard (Huitzilopochtli)

He was Tenochtitlán's chief deity for he had directed the Aztec wanderings. He was their War god and god of Hunting and had predicted the place of the Eagle and the Serpent. This is how he was portrayed.

In their reading our two Mexico City students discovered that in the early Aztec period worship of the gods was carried on in a simple manner, but when the nation became powerful and prosperous the people were no longer content to worship in the old ways. More and more time was spent in celebration, ceremony and sacrifice.

The insatiable Aztec gods demanded ever more victims for sacrifice. This provided a ready excuse for war as did the desire for spoils and tribute. War was a consuming passion of the Aztecs. They felt idle without one.

Back at the museum again, the boys studied a model of the Sacred Precinct. They wondered aloud whether this magnificent shrine had been worth the 20,000 lives that were supposed to have been sacrificed at its original dedication.

When a museum guide heard them discussing the offering of human lives she directed them to a round stone about the size of a hassock or a footstool only slightly higher and slightly tapered. It was on this she said that most of the human blood was let.

The boys felt more and more they were understanding the Aztec theory that blood was the drink of the gods.

AZTEC CALENDAR STONE



This famous Calendar Stone in the Museum in Mexico City is one of the world's great treasures from ancient times. Juan and Alberto were eager to find out all they could about it. Make a list of all the questions that probably occurred to the boys. Try to find out all you can about this 25-ton discovery.



Here are some more problems to research:

1. The Aztecs had months of 20 days, each with a separate name (see illustration). Try making a list of names by which we might identify a 20-day month in our society.
2. How many 20-day months could the Aztecs get into a solar or sun year? How many days would be left over? These were called the empty days and since they were considered unlucky, people refrained from work, business or the holding of festivals during this time.
3. The Aztecs also had a religious calendar consisting of 20 months, each of 13 days. How long would the religious year be? If the solar year started on the religious day, 1 Reed, that year would henceforth be called "1 Reed" and not 1519 as we would have named it. The last day of the first religious month would be 13 Crocodile and the next day would be 1 Flower. What would be the day on which this second month ended?

The priests had to calculate ritual by the most involved methods: they had to know the precise connection between each particular god and "time" as given on the calendar. Sacrifice had to be correctly calculated so that it would benefit the particular god to whom they were appealing. All the great intellect of the Aztec was turned toward this one thing: how to appease the right god at the right time. Sacrifice, then, was no mere butchery. It was a parade of elaborate ceremony with only one object in view: to preserve human existence.

4. If a year began on 1 Reed, how many solar years would it be before it occurred again? You must find the least common multiple of 260 days and 365 days and then divide by 365. This period of time might be called an "era", "period", or "cycle".

To the Aztecs the ending of a period was a time of great danger and fear that the gods might not permit another period to be born. Religious ceremonies were held at the close of every Aztec year but special celebrations marked the end of a period or cycle. During the five days of sacrifice the people let their fires burn out, stopped working, ate very little and sat about moaning, waiting for the end of the world.

As the last day of the cycle ended, priests watching the stars waited anxiously for the first moment of the new time period. When this moment finally arrived they felt sure that they would go on for another 52 years.

Temple fires were relighted and young runners were sent out through the night with blazing torches. Seeing the flash of light the people started their own fires again and a new excitement was brought to Aztec life. Temples were cleansed. New homes and furniture were built. There were celebrations, processions, feasts, religious activities and great sacrifices.

THE BALL GAME

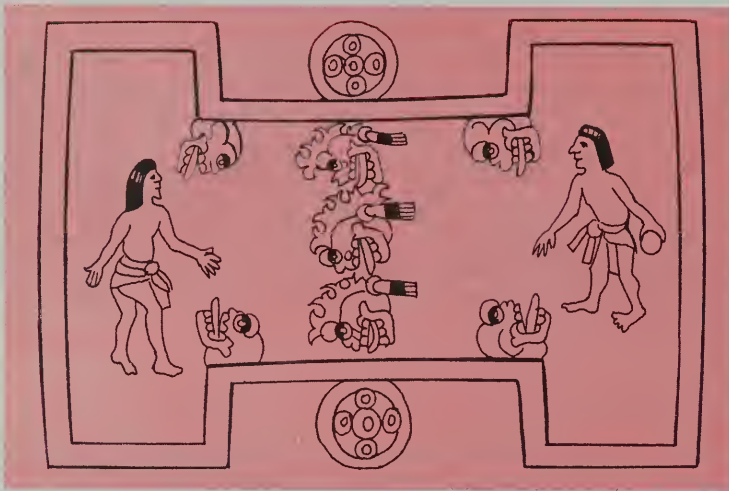
The pupils in the class had heard so much of the ancient Aztec ball games that they persuaded their "gym" teacher to let them play an imitation of it in their school gymnasium.

Since they had no hard rubber ball of 6 inches in diameter and also lacked the leather padding necessary to handle such a dangerous missile, they decided to use a regular volley ball.

Juan and Alberto provided them with the following picture and description. The class had to make a scale diagram of their gymnasium and show the gym teacher how to mark off the floor lines. They also had to agree to a number of rules regarding the number of players, scoring, penalties, etc. They agreed, since the stone rings would be too difficult to imitate and since even the Aztecs seldom "ringed" a ball, they would omit them from their game.

Did You Know?

... Ancient Mexico invented the rubber ball. The Europeans knew only leather balls filled with feathers. When they first saw rubber balls bouncing, they thought that demons inside made the balls jump.



A ball court in Copán, Honduras

The ball court was in the shape of an “I” and the central section measured 200 feet or more in length and about 30 feet across. In this primitive drawing, the rings are shown outside the court, but in fact, they projected over the court about 10 feet from the floor and at right angles to it, not parallel to the floor as in our basketball. (See picture on p. 16)

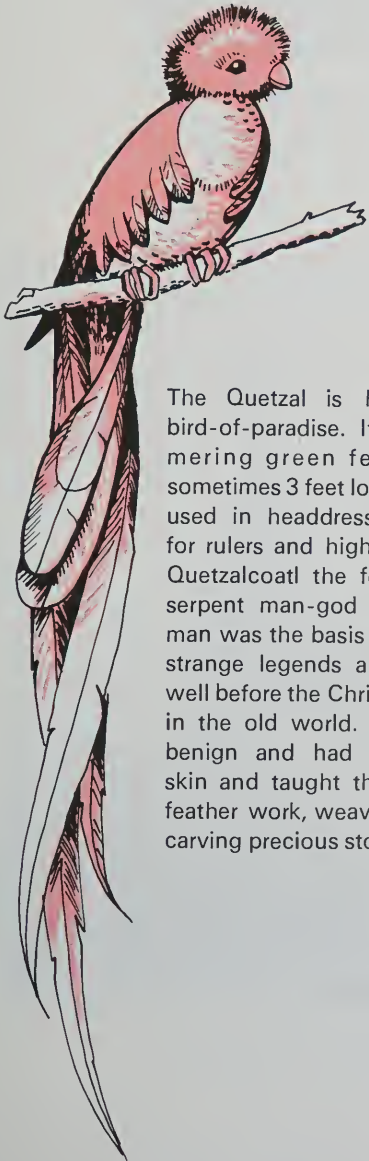
The court was divided in 2 by a line drawn across the floor from one ring position to the other. The players of each team attempted to propel the ball across the centre line and score a point by driving it into the cross-piece of the opponent’s court. Only the hips, knees, and elbows could be used on the ball.

Frequently, games went on for days with this point scoring system, and players have been known to die of exhaustion. If, however, any player managed to drive the ball through one of the rings, his team was immediately claimed the victor, and as a reward the scorer was allowed to confiscate the clothes and possessions of the spectators. Imagine the wild rush for the exits while the scorer and his team-mates attempted to enforce the custom!

SPAIN'S THREE HUNDRED YEARS IN MEXICO

THE COMING OF THE SPANISH

Juan and Alberto asked a group of their classmates to prepare a drama for presentation to the class. Information needed was as follows:



The Quetzal is Mexico's bird-of-paradise. Its shimmering green feathers, sometimes 3 feet long, were used in headdresses only for rulers and high priests. Quetzalcoatl the feathered serpent man-god or god-man was the basis of many strange legends and cults well before the Christian era in the old world. He was benign and had a white skin and taught the art of feather work, weaving, and carving precious stones.

Time:

1517 to 1519

Place:

Tenochtitlán

Characters:

Montezuma II, ruler of Tenochtitlán who has a deep interest in astrology and magic.

Palace advisers who bring him word of fiery comets in the sky, sudden and inexplicable fires, floods and a number of deformed births.

Ruler of Texcoco whom Montezuma challenges to a symbolic ball game to test the truth of the astrologer's prophecy that strangers would soon rule over the country.

Messenger who returns from the gulf coast with news of sighting a strange "hill" which moved upon the waters.

Envoys of Montezuma who return with tales of floating towers (ships), of men with long yellow beards and complexions as white as chalk and of "deer" (horses) which carried these strange beings where ever they wanted to go. These strangers were commanded by one leader, wore armour, carried sticks that barked like thunder and owned a fearsome machine which fired a thing like a ball of stone to the accompaniment of flames and a vile smell. (**NOTE:** All these details should be shown to Montezuma as a record in picture writing on a long scroll of paper.)

First priest who reminds Montezuma of the legend of Quetzalcoatl, one of the Aztec gods who supposedly had sailed away some 6 centuries before during a religious quarrel with his Toltec people and had promised to return some day with his followers to claim his land.

Second priest who reminds Montezuma that it (1519) is the year of 1 Reed in the Aztec calendar and 1 Reed was one of the sacred names of Quetzalcoatl.

Aztec leaders who are sent to the gulf coast to meet the strange leader and his followers and present them with costly gifts, costumes, food and drink. Montezuma's parting words were, "If by chance he does not like the food that you give him and is desirous of devouring human beings and wishes to eat you, allow yourself to be eaten. I assure you that I will fulfill all my promises regarding your wives, children and relatives."

Juan and Alberto asked each member of the class to prepare a map showing the route taken by Cortes and his followers as they travelled from Cuba to Tenochtitlán. They requested that as many places as possible visited by Cortes on his first trip be marked on the map. They suggested that the best maps would be used in the classroom.

The boys divided the class into three sections and asked each section to read and study whatever they could find about Cortes' three trips from the gulf coast to Tenochtitlán in 1519, 1520 and 1521 so that they could participate in a discussion period with them in the next day's class.

Two of the boys in the class offered to act as spirits



Monument to Cuauhtemoc

of the long-dead Aztec rulers. One wanted to be Montezuma II and the other Cuauhtemoc and each would describe his life and death in those critical years of Mexican history.

As a summary the boys asked their classmates to write a description of the harm done by the invading Spanish to the beautiful homeland of the Aztecs.

Several of the class members thought that they would like to impersonate Cortes. Each one was allowed to relate to the class his or her personal reflections on a lifetime spent as a conquistador.

One of the pupils was so impressed with the account left by one of Cortes' soldiers, Bernal Diaz del Castillo, that he wanted to read to the class some of his impressions of the marvelous city of Tenochtitlán.

The phrase, "halls of Montezuma," interested those who had heard it sung in the hymn of the U.S. Marines. One pupil set out to find all the details of the riches found in Montezuma's palace.

MEXICO'S METAMORPHOSIS

Juan and Alberto asked the class to write a short note to explain the significance of each of the following:

1492: Columbus' landing at 'San Salvador'

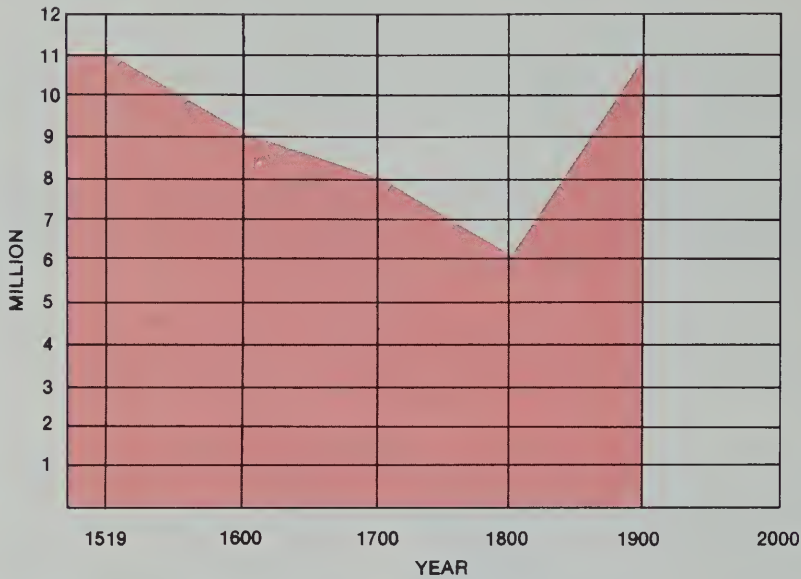
1493: The Pope's drawing of the Line of Demarcation

1494: Signing of the Treaty of Tordesillas

1519-1521: Conquest of Tenochtitlán

1521-1542: Conquest and occupation of Central Mexico

1535: Appointment of first Spanish Viceroy for New Spain



Population of Mexico

Why did the population of Mexico decrease so much during the Spanish occupation?

Find Mexico's latest population figures and try to plot it on the graph.

THE CLASS SYSTEM

A person in Spanish Mexico could belong to any one of sixteen officially recognized classes. Here are a few samples:

1. Peninsulare—A European-born Spaniard to whom all the offices of importance are given. He was called a "Gachupine" (wearer of spurs) by all persons of other classes in Mexico.
2. Creole—An American-born Spaniard who understandably was very jealous of the first class.
3. Mestizo—
4. Mulatto—
16. Zambo or Sambo—

Try to find out as much as you can about the other classes. Suggest how the intervening classes may have been determined.

Education of the Mexican Indians was started by the early Spanish missionaries. Here, however, is one of the letters written by the Viceroy's Counsellors to the King of Spain in 1541:

"Not satisfied with having the Indians know how to read and write, illustrate books . . . or be musicians, they have put them to learning grammar. They give them so much, and with such care, that there were boys, and everyday there are more, who speak as elegant Latin as Tullius . . . I spoke before of the error involved and the harm which would come from the Indians studying science . . . It seems to me that the only remedy now is to bring it to an immediate end."

By 1600 no Indian was receiving a formal education.

Spanish law forced the Indian to pay tribute. This denied him citizenship in his own land; a situation which continued for 300 years. Furthermore an Indian could not contract a debt in excess of five pesos.

All of these regulations transformed the gay, light-hearted Indians of 1519 into bitter, sullen and frustrated subjects.

In New Spain, all power descended from the Spanish King who ruled by divine right. Orders and laws proceeded from him and from the Royal Council of the Indies which sat in Spain and were administered by the Viceroy. The king refused to permit any "*Cortes*" or local parliament to be assembled in his New World possessions and thus for three hundred years these people had no experience in government or opportunity for self rule.

Discuss what might be the results in Mexico of the following event: In 1808, Napoleon Bonaparte, Emperor of France, conquered Spain, overthrew the king and put his brother, Joseph Bonaparte, on the throne.

MEXICAN INDEPENDENCE

Each year, September 16 is celebrated throughout Mexico as Independence Day. By midnight of the previous day a huge crowd will have collected in the Zócalo. At the stroke of twelve, the President of the Republic steps out on the balcony of the National Palace and the crowd falls silent to hear the ringing of their liberty bell which, many years ago, was transferred from Father Hidalgo's Church in Dolores to the main entrance of the palace.

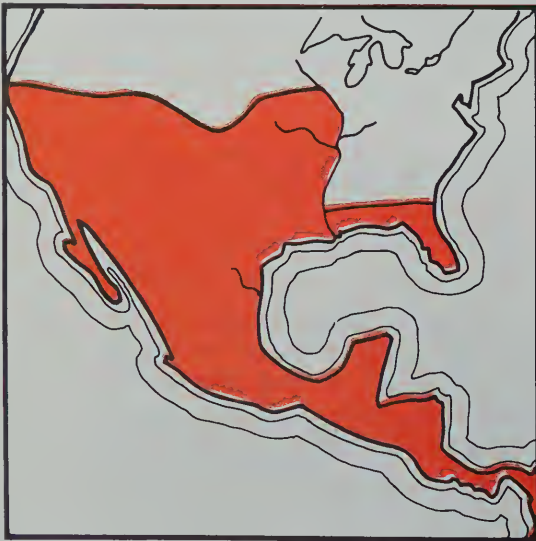
Following the ceremonial ringing, the President repeats The Cry of Dolores: "Viva Mexico, Viva Independencia" and the crowd roars back

“Viva!” Many in the square still add the unofficial howl of vengeance “Death to the Gachupines.” By this time skyrockets are bursting overhead, fireworks are exploding and Mexico’s annual independence celebrations are in full swing.

1. What part did Father Hidalgo play in the fight for independence?
See picture p. 65.
2. When was the Cry of Dolores first uttered?
3. When did Spain recognize the independence of Mexico?

Did You Know?

... When Mexico first declared its independence, it included all the mainland territory of the Vice Royalty of New Spain from Panama in the south to San Francisco in the north. The government was headed by a creole Emperor but within a year Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua declared independence as separate republics from the kingdom. In another two years, Mexico itself became a republic and in the next twenty-five years was to lose half of its remaining territory to United States of America.



Kingdom of Mexico, 1823



Mexico Today

Pepe Moreno and Carlos Lopez had both lived in the United States of America before their parents returned to Mexico City. Carlos' father was a Professor of Spanish who taught for several years at the University of Texas. Pepe's father was a doctor who had practised in Phoenix, Arizona. The boys decided to investigate, as their problem, the loss of so much territory to the United States.



Did You Know?

. . . Mexico became independent of Spain in 1821. Mexico, since 1821, has given up more than half of its territory to the United States. The Mexicans, on the eve of each September 16, repeat the old battle cry, "Death to the Gachupines."

The boys decided to look at this loss of Mexican territory from the viewpoint of an American boy. They said, "If we can present the view of the other side, perhaps we will appreciate what their feelings were and why they acted the way they did. We may also understand our own feelings better than we do at present." The boys therefore invented an American boy, Douglas Young, to help them in their project. Although

there was no real Douglas Young, the following letters will give us a true picture of life between 1821 and 1848.

Carlos and Pepe have put in the headings and comments in order to give their class some guidance.

MOSES AND STEPHEN AUSTIN HAD A DREAM.

On Horseback, bound for Texas, 1822.

Dear Mother and Father,

"Everything is bigger here than in the United States. Coming from the Mississippi River we have travelled over great plains, almost entirely covered with short grass, with few if any trees. This frontier country, brown in colour as summer wears on, seems ideally suited to the raising of cattle. I intend to become a "vaquero." This is a Mexican word which we have pronounced "buckaroo", meaning cowboy. **Information about Austin's Agreement with the Mexican Government.**

In talking with Stephen about his father's dreams, I have found that Moses Austin has received permission to settle 300 families in Texas. In return we must become citizens of Mexico. We have agreed to become Roman Catholics, according to Mexican Law. We are being allowed to purchase land at 12.5 cents an acre.

We intend to build schools and mills, and to farm this rich land. As you can see we have the opportunity to make a wonderful life for ourselves.

Your loving son,
Douglas

The New Texas, more American than Mexican.

San Antonio, 1832

Dear Mother and Father,
We have created in this vast, changeable country a model colony. We are law-abiding, literate and prosperous.

But things are happening which worry me. Over 20,000 Americans have flooded over the border. Some have brought slaves with them. This is against the laws of Mexico.



The South Central States

Americans—that is how we think of ourselves—have schools, land and money. The Mexicans are poor and will most likely lose their land. Many of our people dislike the Mexicans and want to see them go. The United States wants to pay Mexico so that we may be part of America.

Mexico has not only turned down President Jackson's offer but has now prohibited further immigration by Americans. Mexico is sending troops into the region and they are beginning to enforce the rules. I think we will have trouble.

Your loving son,
Douglas



"Arrogant Dictator"
Antonio Lopez de Santa Anna



"The Hero of San Jacinto"
Sam Houston

1. Both the pictures (above) were found in the same source book.
 - a) Comment on all the evidence of BIAS that you note.
 - b) Write out new headings, using the other BIAS.
2. Draw two different pictures, and without using words, attempt to portray Santa Anna as a hero, and Houston as a dictator.

3. Prepare and take part in an imaginary dialogue between Santa Anna and Sam Houston.

Texas Fights to become a Republic

The first major battle of Texas' fight for independence from Mexico was the capture of San Antonio in late 1835. This was successful but early the next year Santa Anna turned this victory into a series of disastrous defeats.

One episode has gone down in history as the Battle of the Alamo. It is a romantic story of a small band of 150 Texans defending this mission fort against Santa Anna and an army of 5000. Among the defenders was the legendary Davy Crockett and also James Bowie, inventor of the Bowie knife, under the command of Colonel William B. Travis. Travis was a courageous and incredibly stubborn man. When ordered by the Texan government to abandon the fort because the odds against him were so great, he insisted on standing his ground. He appealed for aid to the people of Texas and "all Americans in the world," with the memorable phrase, "I shall never surrender or retreat . . . Victory or Death!"

Thirty men slipped through the Mexican lines to join the defenders, bringing their numbers up to 185. They held out against Santa Anna's tightening siege for thirteen days. But finally the walls were breached after repeated bombardments and the battle was over. All the defenders were killed.

Six weeks later, near the San Jacinto River, Sam Houston with 900 men surprised Santa Anna's force of 1200 during a siesta. 630 of the Mexicans were killed and almost all the rest captured, including Santa Anna himself. With this victory, Sam Houston won Texan independence and a few months later took office as President of the Republic of Texas.



Battle of the Alamo

The Republic of Texas

San Jacinto, April 1836

Dear Mother and Father,

How many things I could write about! But I only have a little time. We have won our struggle for independence. General Sam Houston, with 800 men, has defeated the much larger Mexican army. I, with all the others, rode into the fight shouting, "Remember the Alamo! Remember Goliad!" Nothing, no one, could have stopped us.

So now we are free. We have our own flag. We call ourselves the Lone Star Republic of Texas. Soon however, we hope to be another star among many. We wish to join the United States. This will give us protection from the Mexicans.

Your loving son,
Douglas

The State of Texas

Austin, Texas, 1845

Dear Mother and Father,

Under the leadership of Governor Houston, Texas has become a fine nation. Despite the fear of being taken back by Mexico, despite our trouble with marauding Indians, and despite our rejection by the United States, we have become quite powerful and peaceful.

We still wish to become part of America. But people in the north fear we will become a slave state and so do not want us. I think they are foolish for we have much to offer in return for admitting us to the U.S.A.

Governor Houston is now talking with the British and perhaps with other nations about some form of alliance. Will you write to your Representative and tell him to support Texas' bid to enter the U.S.?

Your loving son,
Douglas

MEXICO AND THE UNITED STATES GO TO WAR 1846-48

Pepe and Carlos showed the class the map on the next page, announced that it was the way their country looked after the U.S.A. annexed Texas in 1845 and posed the following questions.

1. Why was the United States not likely to be satisfied at this time?
2. To acquire what she wants, against whom is she likely to strike? Why?

The boys then presented to their classmates the information found on the following pages and assigned half of the class the task of writing

from a Mexican standpoint, "The Causes of Our War with the U.S.A., 1846-48."

The other half had to write from an American standpoint, "The Causes of our War with Mexico, 1846-48." Everyone was cautioned to use only relevant material and to try to arrange the causes in proper sequence.

Mexico never recognized the independence of Texas.

Santa Anna informed the government of the United States that if it annexed Texas, it would mean war with Mexico.

Each year after 1821, a caravan of wagons crawled across the plains from Missouri, U.S.A. to Santa Fé in Mexico. The town was so far from the sources of Mexican goods that the settlers would buy almost anything that the American traders brought.

Some American traders remained to live in Santa Fé and soon they wanted the region to become part of the U.S.A.

Upon annexation, the U.S.A. backed the claims of Texas to a western boundary on the Rio Grande River rather than the Nueces River.

An American, John O'Sullivan, in 1845, said: "Our **Manifest Destiny** (is) to over-spread and to possess the whole of the continent which Providence has given us for the development of the great experiment of liberty and self-government entrusted to us."

President Polk of the U.S.A. had a man in Mexico for six months trying to buy the lands of New Mexico and California. He was prepared to go as high as \$40,000,000. Mexico refused to see him.

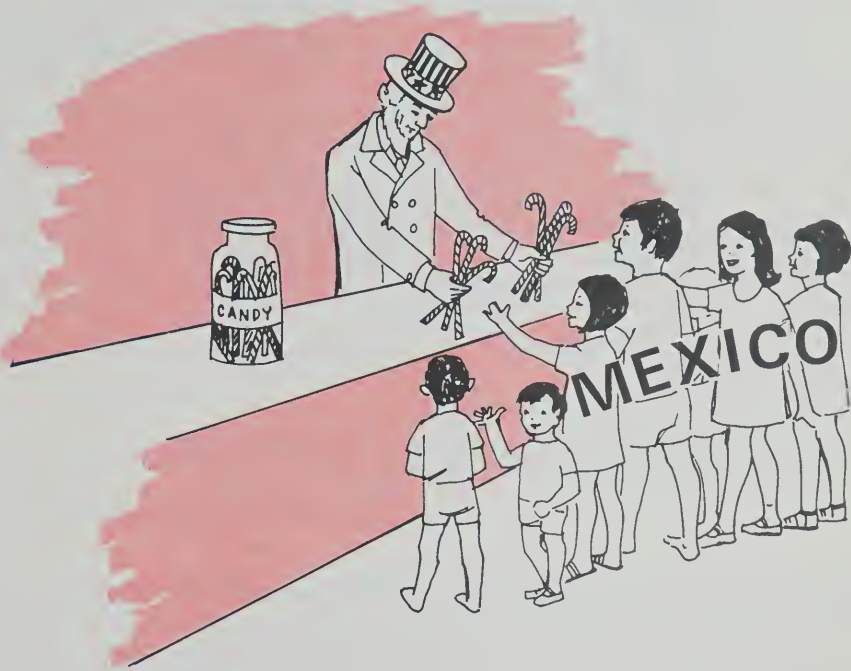
Before Mexican independence Spanish missionaries had established 21 missions in present-day California. Spanish soldiers occupied forts near the missions and towns soon grew up. Wealthy Spaniards settled on large grants of land where they raised cattle, fruit and grain. Spain had not allowed California to trade with other countries or settlers who were not Spanish.

When Mexico gained her independence, trade with the other countries was encouraged. Americans found that California trade brought large profits. Soon traders made the long trip by sea around Cape Horn. Others went overland. By 1846, several hundred Americans lived in California and wanted to become part of the U.S.A.



The U.S.A. after the Annexation of Texas

President Polk wished to intimidate Mexico or create an incident to provoke a war. In 1846 he despatched U.S. ships to stand off the Mexican coast. He sent an army under General Zachary Taylor to the east bank of the Rio Grande River, with orders to take "appropriate action" if hostilities should break out.



Mexico sent an ultimatum to Taylor to withdraw from the Rio Grande River. Instead Taylor blockaded the river and cut off Mexican supplies.

On April 24, a force of 160 Mexicans crossed the river, encircled a small group of American troops, killing, wounding and capturing all of them. Taylor wrote, "Hostilities may now be considered as commenced."

The population of the United States and Mexico in 1945 was approximately the same but the Mexican Army was much larger.

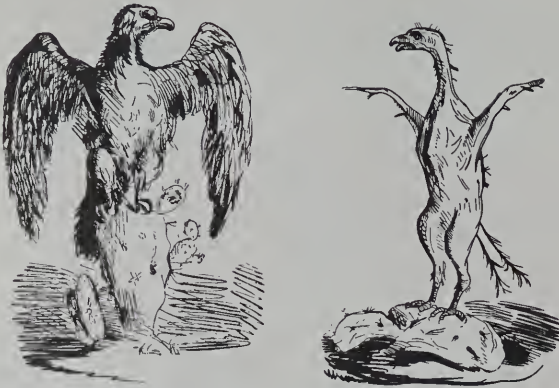
A Mexico City newspaper wrote, "We have more than enough strength to make war. Let us make it, then, and victory will perch upon our banners."

Mexico was willing to sell California to Great Britain or France but not to the United States.

On May 11, President Polk's war message to Congress read, "American blood has been shed on American soil and a state of war exists notwithstanding all our efforts to avoid it."

The American Congress voted for a declaration of war against Mexico with the cries, "Mexico or Death!" and "Ho, for the Halls of Montezuma!"

A contemporary Cartoon of the Mexican War, 1846-8



PLUCKED :

THE MEXICAN EAGLE BEFORE THE WAR!

OR.

THE MEXICAN EAGLE AFTER THE WAR!

THE INVASION AND CAPTURE OF MEXICO CITY

When Senorita Mendez took her class to Chapultepec Castle, all of them stopped to look at this statue of the boy cadets of the National Military School who lost their lives attempting to protect Mexico City from an invading American Army.

Some were even killed in hand-to-hand battle with American soldiers. Two of the boys in the class decided they would like to know more about the war in which the cadets lost their lives and, so, with Senorita Mendez' permission, they prepared a report on Mexico's war with the United States in 1846-47.

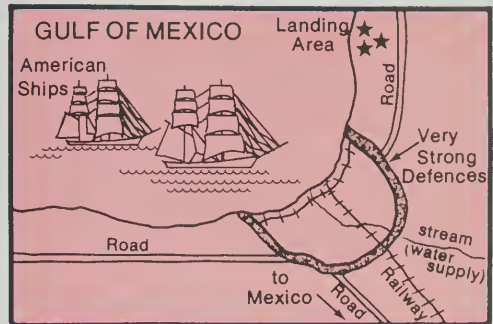
The boys learned that, although there were fights between Mexican and American forces in northern Mexico, the most important battles were those fought when the Americans decided to capture Mexico City.



The boys thought it would be interesting to present each of these battles and see if the class could decide how they were fought. These are the problems they presented. See how well you could do.

The Battle of Vera Cruz (Vee-rah-croóz)

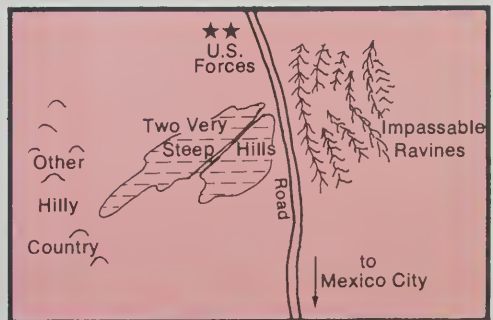
The Americans had no trouble landing at Veracruz but they still had to capture the city. The following diagram shows Veracruz and the surrounding area. If you were General Scott, the American leader, how would **you** try to capture the city?



El general Scott sitiaba la ciudad. Bloqueó los caminos y el agua. Los mexicanos se rindieron después de dieciocho días.

The Battle of Cerro Gordo (Sare-oh-gor-dough)

General Scott pushed inland from Veracruz towards Mexico City. The 12,000 to 18,000 man Mexican army under Santa Anna decided to fight the 8,500 Americans at Cerro Gordo. The diagram below shows the land in this area. Why would Santa Anna choose to fight the Americans here? How would he prepare for them? If you were General Scott, how would you plan to attack?

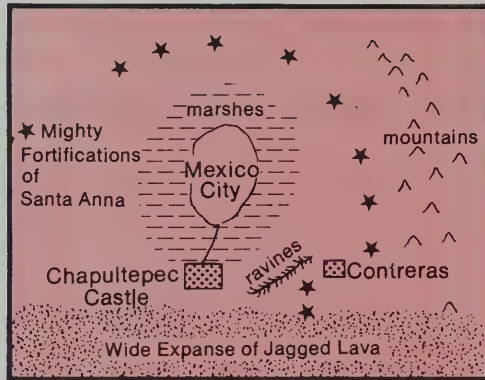


Santa Anna dispuso a sus soldados através del camino y en las dos colinas. Scott envió a los soldados a la primera colina y obligó a los mexicanos a retirarse a la segunda. Después de dos ataques los soldados de Scott les rodearon y se apoderaron de la segunda colina también. Los americanos perdieron 417 hombres, los mexicanos más de 1000.

The Battle of Contreras (Cone-tray-ross)

The Americans finally came close to Mexico City. This was the scene that awaited them:

Why would Santa Anna have placed his fortifications to the north and east of Mexico City and not to the south? In what natural way was Mexico City protected? The Americans were successful in this battle too. How do you suppose they defeated Santa Anna?



Los americanos construyeron secretamente un camino por el terreno volcánico. Bajaron por este camino a la llanura. Atacaron a los mexicanos desde atrás. Éstos perdieron 700 hombres en 17 minutos.

The Battle of Churubusco (Choo-roo-bos-coh)

Santa Anna and his forces moved back ever closer to Mexico City. The next big fight took place from the walls of a convent and a corn field. Why would such a position be an advantage to the Mexicans?

The Mexicans were gradually forced back but losses were higher now on both sides—10,000 Mexicans in one day and 1,000 Americans in two days.

The Castle of Chapultepec

This was to be Santa Anna's last stand. Chapultepec guarded the city. He brought up his best troops and biggest guns.

General Scott, although advised not to do so, bombarded the castle and charged. In one hour the Castle was in American hands and the boy cadets lay dead on the field of battle.

Mexico was then in American hands.

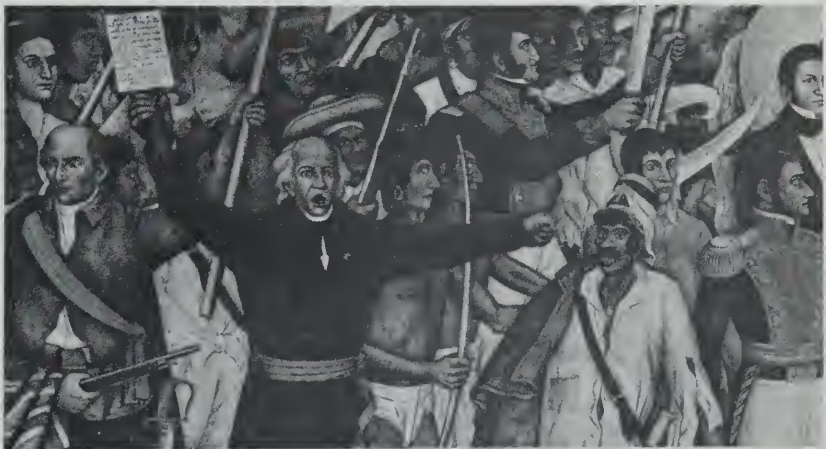
Things To Do

1. Discover why the Americans decided to conquer Mexico City.
2. With the help of an atlas follow the route of the American General, Winfield Scott, from New Orleans to Veracruz and on to Mexico City.
3. Discover how much land became the property of the United States after this war.
4. What became of Santa Anna?
5. What would the United States look like today if it had kept all of Mexico as some Americans thought it should have done?
6. Learn more about the weapons used in this war by both the Mexicans and the Americans.
7. Robert E. Lee and Ulysses S. Grant fought side by side in the Mexican War. Discover what roles they played in their nation in the years to come.
8. Have your class write and present a play about the "Niños Héroes".

REVOLUTION OF 1910

Roberto Montezuma and Pedro Almendariz were held spellbound by the bitter, savage, haunting murals of the artists of the Revolution of 1910-1920.

As they gazed on the paintings which depicted events of those years, they felt sorrow, hate, love, grief and pride.



This picture, by Edmundo O'Gorman, shows Father Hidalgo leading the first uprising against the Spaniards in 1810. He was executed but remains a symbol of Mexican independence. 100 years later, Mexico revolted against the modern dictator, Porfirio Diaz.

Things To Do

Examine the picture of Father Hidalgo leading the uprising of 1810. What do the faces you see suggest? What does the artist do to involve you in the Revolution? On whose side does the artist appear to be? Draw a similar picture to show the opposite **bias**.

The boys were so interested by their research on the Revolution of 1910, they decided to make this their project. In thinking about how to present their topic to the class, they decided the boys and girls would have to become involved if they were going to understand and appreciate the Revolution. Here is their presentation. See if you can follow the logical arrangement they set forth.

Did You Know?

. . . One Mexican artist, Gerardo Murillo, so disliked his Spanish name that he changed it to Dr. Atl (the Aztec name for water).

The class was presented with a list of names. Roberto asked the class to make up a series of questions about the names that would lead to answers which would be of interest and/or importance.

Here is the list.

1. Ivan the Terrible
2. Juan Peron
3. Henry VIII
4. Emperor Nero
5. Joseph Stalin
6. Louis XIV
7. Benito Mussolini
8. Porfirio Diaz
9. Adolph Hitler
10. Pope Alexander VI
11. King Herod

Here are the questions the class asked.

What did he do?
Is he considered famous or infamous?
What country did he come from?
What job or position did he have?
How did he die?
When was he born?
When did he die?

Things To Do

Find ten synonyms for the word revolution.

Find ten antonyms for the word revolution.

Name five famous revolutions in world history.

The class, having made up a series of worthwhile questions about the ten men on Roberto's list, wanted answers. Where should they look for information about the ten men? Do you think each student should find out about each person for himself, or should groups be formed to co-operate in getting the answers? Why?

Carlos, one of Pedro's classmates, asked why the class should do this work. What reply would you make?

Things To Do

Make up a second list of names. In this list of ten men, you are to place people who are opposite in nature and in their deeds, to the first list of men.

Here is the answer the class gave to Carlos.

Compare their answer with yours.

"We want to find out about each man on the list. We want to find out why you chose such a list. We think that in some ways the men will be similar and in some ways different with respect to what they did. Perhaps we'll see that some men throughout history and throughout the world, think and act in much the same way."

Pedro and Roberto were very happy that their classmates were so interested in the problem they had presented. They asked the class which man they wished to study in more detail.

"Porfirio Diaz" was the unanimous reply. Are you surprised at this answer? Which name would you have chosen? Can you name a Canadian that might belong on the boys' list? Explain.

Porfirio Diaz

What do the hard expression and set features, the firm lines about the mouth and chin, the bull neck, and the unflinching gaze suggest about Diaz?

How has the artist heightened the sense of his subject's independence and self-sufficiency?

Why was this Mexican leader not shown wearing a sombrero?



Porfirio Diaz

THE CAUSES OF THE REVOLUTION

Roberto and Pedro had expected the class to say "Diaz." In order that the class understand this man and how Mexicans felt towards him, the boys prepared a series of exercises on problems for the class to consider. Try them.

1. a) In 1877 Mexican farmers grew 282 kilograms of maize for every person living in Mexico.
- b) In 1894 they grew 154 kilograms per capita.
- c) In 1907 they grew 144 kilograms per capita.

Why would Mexicans complain about the above statistics?

Explain the law of supply and demand as it would work in this example.

What responsibility does the government of a country have to see that its people are fairly well fed?

Did You Know?

- ... Maize is a name given to Indian Corn.
- ... A kilogram weighs 2.2 pounds.
- ... If you were to fly from Mexico City to Madrid using tourist class accommodation, you would be allowed to take 20 kilograms of luggage.
- ... Porfirio Diaz ruled Mexico from 1876 to 1910.
- ... Wages did not rise in Mexico during the period 1885 to 1910.

2. In 1908 there were 66 major **corporations** in Mexico. Over 50% of these (36) were controlled by just 13 men. This wealthy minority lived in the midst of lace curtains, deep-carpeted floors, gilt furniture and spacious gardens. They boasted that there was nothing Mexican in their homes.
- Was this Mexico for the Mexicans? How much of its wealth and prosperity should the people of a country control?
 - How could the 13 men above make decisions that would affect the welfare of nearly all Mexicans?
 - Why would people begin to mutter?
 - Comment on the following pictures and the problems discussed in questions **a** and **b**.



The Revolutionaries

Did You Know?

. . . The small group of businessmen and financiers who dominated the economy of Mexico were known as **Científicos**.
. . . The Palace of Fine Arts shown on page five was started by Diaz and his government. (What does it indicate about Diaz?)
. . . Diaz brought industry, modernization and political stability to Mexico and yet he was disliked and feared.

Things To Do

Find the meaning of the four P's: Pan o Palo, Plata o Plomo. Find the meaning of the expression "eminent domain."

3. The Científicos saw the future of Mexico in the wiping out of the Indians. They said Indians were inferior and incapable of being educated or useful.
 - a) If you were the son or daughter of a Científico, explain whether or not you would support Diaz and his policies.
 - b) If you were the son or daughter of a Yaqui Indian what would your feelings be towards Diaz? Explain.

Arts and Crafts





Costume of the Huasteco Indian from Chiapas, the southernmost state of Mexico. His short wide trousers are crossed between the legs in an unusual fashion.

Things To Do

1. Run an election in your class.
 Set up a party which has been in power for 20 years and that wishes to remain in power.
 See if you can rig the election in such a way that this old established government wins again. There are many ways to do this. See how many ways you can uncover.
 How do Canadians avoid having their elections rigged?
 What is wrong with rigged elections?
2. Find out what the following men have in common with revolutions.
 Thomas Paine
 Francisco Madero
 Karl Marx
 Mao Tse-tung
 Jean-Jacques Rousseau
 William Lyon MacKenzie

IS THERE ANY WONDER . . .

Yaqui Indians were driven into rebellion so their ancestral communally-held lands could be seized.

Bounties were given during the fighting to anyone who brought in a Yaqui ear or hand.

Captive Yaqui were sent to chicle and henequen plantations where they were sold for 25 to 75 pesos each.

Troublesome newspaper reporters were often put in jail, or killed.

During the celebration of the Centennial of the War of Independence, Indians were ordered off the main streets of Mexico City.

A little man named Francisco Madero argued for political freedom in Mexico. In 1910 Madero was nominated for President.

Night after night a fiery comet was seen in the sky.

THEY REVOLTED?

Indian lands were converted into privately-owned plantations.

Gifts of land and exemptions from Mexican laws and taxes were the rewards for foreign investment in Mexico. Favoured persons were offered public lands at ridiculous prices. Seventeen people owned 20% of Mexico!

Bandits and criminals were put into uniform and became a new police force, the Rurales.

Foreigners from all over the world were invited to Mexico City to see parades, fireworks, concerts and to drink champagne. There were frequent elections in Mexico but they were all rigged.

In 1910 Diaz had Madero thrown in jail while he declared himself elected President for another term.

The educated people read about Halley's comet.

3. Find the meaning of the word **latifundia**.
4. Some historians have stated that Diaz ruled Mexico in the interests of liberty, order and progress. Examine these statistics.
From 1876-1910. Railroad track distance increased from 666 kilometers to 19,280 kilometers.
From 1876-1911. Industry expanded 3-4% for the thirty-five years.
From 1891-1910. Mining output increased 239%.
 - a) What did Diaz consider progress?
 - b) What sort of order did Diaz desire? (re-examine question 4.)
 - c) Which people in Mexico enjoyed liberty?
 - d) Where would companies such as International Harvester, Greene Consolidated Copper Company of Canada, American Smelting and Refining Company, Standard Oil of New Jersey and Pierce Oil of London fit into the above statistics?
 - e) The period between 1876 and 1910 is known as the Porfirian Peace. Explain what this means to you.



Mexican Feather Dance

After the class had examined and discussed the answers to the five questions, Roberto and Pedro conduct a short summary. They pointed out that Diaz was feared and hated by the Indians, by the poor of all classes, and by those who were forced to work under and take orders from foreigners. However, they continued, it was obvious that those Mexicans who had good steady jobs with the government would support Diaz, as would the big plantation owners. Countries such as France, Germany, Great Britain and the United States and Canada also backed the Diaz government in order to protect the billions of dollars they had invested in Mexican mines, railways and plantations.

THE OPPOSITION TO DIAZ

"The greatest opposition to the rule of Diaz came from the north of Mexico," said Pedro. "Look at the information we have collected and discover why this could have been expected."



Chichuhua, Chichuhua. 4,593'

	J	F	M	A	M	J	J	A	S	O	N	D	
Temp.	49	52	59	65	74	79	77	75	72	65	56	49	
Rainfall	.1	.2	.3	.3	.4	1.0	3.1	3.7	3.8	1.4	.3	.8	15.4"

Morelos, Federal District. 7,400'

	J	F	M	A	M	J	J	A	S	O	N	D	
Temp.	54	57	61	64	65	64	62	62	61	59	56	54	
Rainfall	.2	.2	.5	.8	1.9	3.9	4.5	4.6	3.9	1.6	.5	.2	22.8"

Roberto asked the class to examine the climatic statistics for Chichuhua. "Notice that the rainfall arrives in the warm season. It is less useful then for tree growth because of high evaporation. Grass is natural vegetation of this **subhumid** and **semiarid** region. It is called **steppe** grass. The countryside looks like an endless yellow-brown carpet in the dry years. In wetter years some taller plants appear. The Mexican farmer in this environment turned to livestock ranching."

"Cowboys lead a lonely life. They ride excellent horses and move freely around the countryside. Since their wages are small, they get into debt easily. Then many steal from the hacienda owners the animals entrusted to their care. They sell them to smugglers and highwaymen. They establish contact with bandits and professional outlaws and finally enlist in a band of thieves themselves."

"Shepherds are almost nomadic in their ways. They take for themselves and their families the best animals under their care. Others they steal to sell them for money. Soon they are hunted as thieves."

1. How would the above life suit these men for fighting Diaz?
2. Find out about a cattle rustler and bandit named Pancho Villa. Why was he considered the Mexican Robin Hood? What did he have to do with the Revolution of 1910?

"When you looked at the statistics for Morelos," said Pedro, "did you notice how much cooler the summers are and how much more rainfall is received? The farmers used the water for irrigating the fertile valleys. They grew sugar cane on huge haciendas."

"In 1880 machinery was brought into the Morelos district which crushed sugar cane quickly and efficiently. Now the hacienda owners felt they had to increase sugar cane production."

3. In order to grow more cane what three things would the landowners need? How did this change in the life of the Morelos area tie in with

the Revolution of 1910?

4. Who was Zapata? What part did he play in the Revolution of 1910?
"Francisco Madero came from one of the wealthiest families in Mexico. But he was more interested in helping people than he was in money. He was given a cotton plantation to look after so he spent its profit on the workers, feeding their children at his own tables."
5. Diaz said, "Madero has unleashed a tiger, let us see if he can control him."
 - a) What did Diaz mean?
 - b) What do you think Madero wrote in his book "The Presidential Succession in 1910?"

Things To Do

Draw pictures and comment on the following Mexican wearing apparel. Consider texture, colours, patterns and design, usefulness, comfort and appearance.

the quechquemel

the huipil

the wrap-around

the reboso

the roporero

the rahuarero

the shaveresh

the charro outfit

THE FIGHTING DURING THE REVOLUTION

Plantation foremen were nailed to hacienda doors and left to die. Captives had the soles of their feet sliced off and then were forced to run across fields until they were shot. Other men were tied to horses' tails and dragged through rough stone streets. Prisoners were encouraged to escape so they could be shot like clay pigeons. Ears were lopped off and men were made to dance and dance until their hearts pumped the blood from their bodies and they died. Men were buried up to their necks in sand, then their heads were broken open like eggs when the horsemen rode across the field of heads.

Both the government side and the revolutionaries participated in these cruel acts.

More than 800,000 people (some say nearly two million people) died, many by violent deaths, others from starvation and disease. Madero became President of Mexico, then was murdered. Pancho Villa was assassinated. Zapata was trapped, shot and killed.

From 1913 to 1920, Mexico had ten Presidents. One lasted only 46 minutes. Diaz left Mexico and retired in France.

RESULTS OF THE REVOLUTION

Roberto and Pedro completed their project by asking the class to do this exercise. "What changes must be made in Mexico if the fighting is not to be in vain?" Use the following list of words and ideas from quoted statements to help you in your assignment.

A	B
reform laws	1915—"immediately proceeded to decree
land reform	an end to peonage, to pass labour
expropriation	laws, to start public school educa-
right to strike	tion and to increase local self-
debt peonage	government."
unions	1916—"did away with large haciendas,
redistribution	start land reform, wide-ranging la-
secular education	bour laws, and the right of the coun-
right of eminent domain	try to take any land it wanted and
limit work hours	to control all resources within the
accident insurance	water, soil, and rock."
establish cooperatives	1934—"the power of large estate owners
limit foreign investment	was destroyed, land was given to
Mexican control of industry	the peasants, Mexico's rich oil fields
ejodo system	were taken away from foreign com-
literacy	panies."
eliminate poverty	1952"—when the population of a Mexican
social security	state rebelled against a governor
liquidation of latifundium	placed there by the government, the
	government removed the man and
	put in someone the people wanted."

MODERN MEXICO

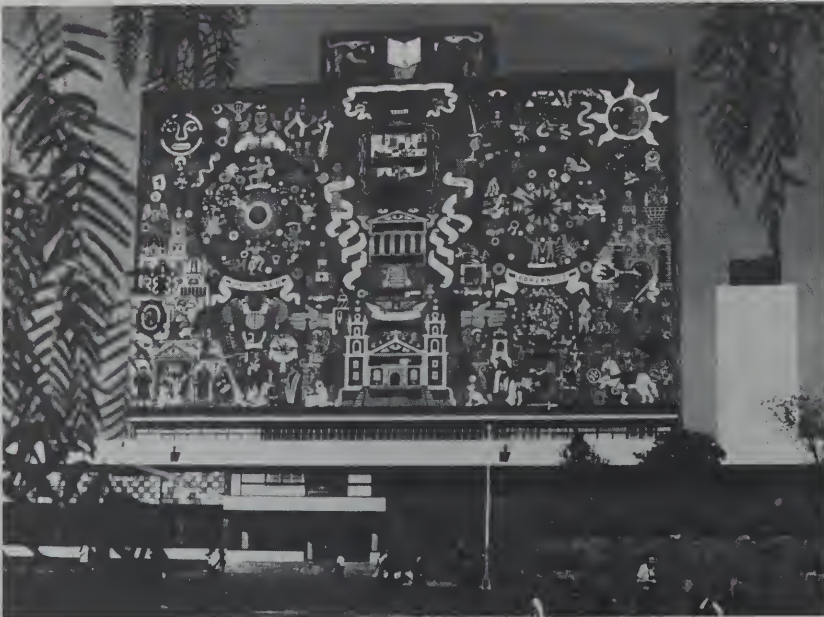
The Revolution is not yet complete. Mexico is still struggling to bring all its people together and to give them a happy, healthy way of life.

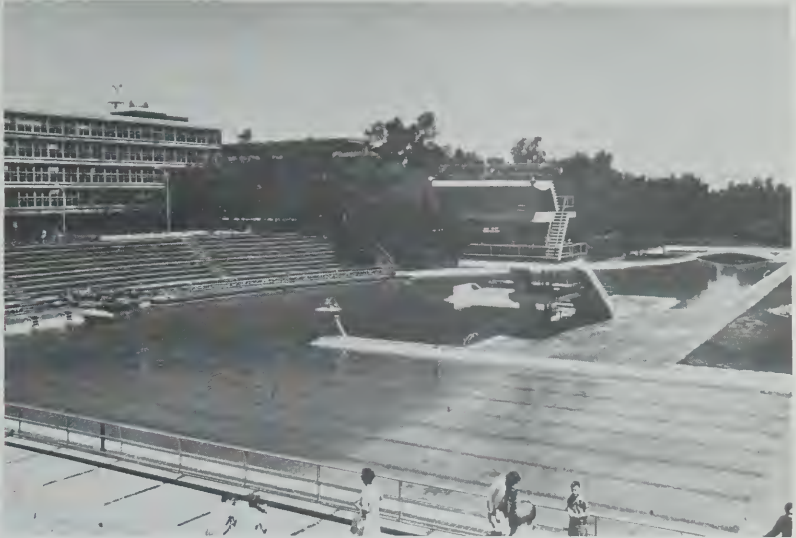
Mexico does not have the same form of government that Canada has, despite the fact that both countries are called democracies. We must appreciate they have the right to solve their problems their way.

Mexico since the Second World War has concentrated on industry. They have welcomed foreign money in this program. They have encouraged the growth of business. They have seen many of their people move to the cities.

Every year thousands of tourists come to Mexico, and tourism is one of the most important industries. Tourists are charmed by the mixture of old and new. Here are some of the things they might see.

The new buildings of the University in Mexico City are noted for their modern architecture and decorative painting and sculpture. This is the facade of the Library.





The University swimming-pool is large enough for Olympic games. It is open all the time to students and faculty and the children of both.

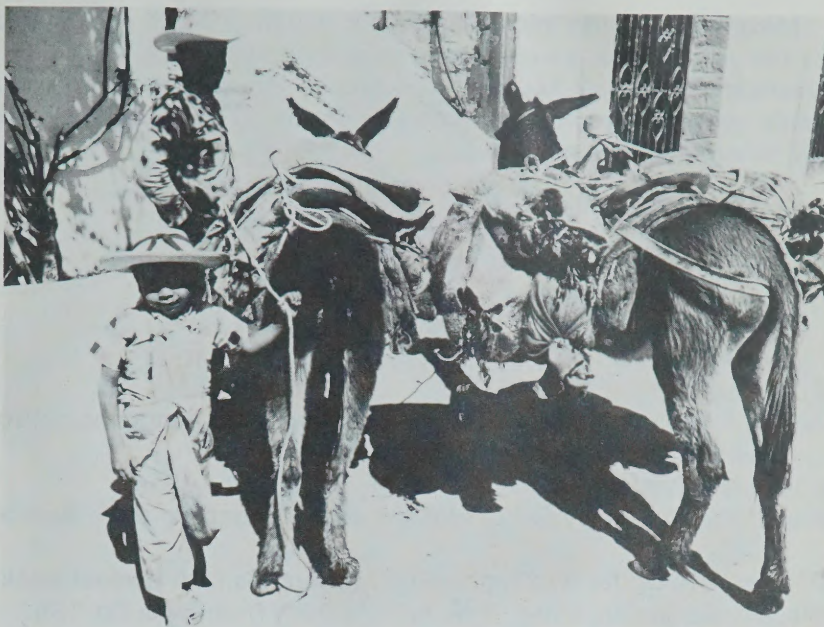
The Old and the New: Urban renewal is being carried on all over Mexico City by the government. At this particular place, ruins dating back to Aztec times were discovered during the excavation. So a park was built around the remnants of ancient temples, making a green spot of an historic site to enhance the modern apartments.





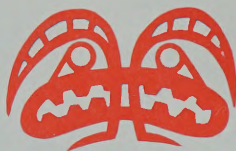
On the Pacific Ocean, the beach at Acapulco is a world-famous resort because of its beauty and its modern hotels. The flavour of old Mexico is contributed by Indians selling their handiwork: shawls, lace, hats and baskets, sandals and silver bracelets.





1. Tourism is often called a hidden export.
 - (a) Why would tourists from Canada and the United States, from Japan and Europe be attracted to Mexico? Think of climate, culture, historical attractions, scenery, air transportation and standard of living of the tourist.
 - (b) What is meant by an export? By a 'hidden' export?
2. Comment on the architecture and athletic facilities of the University of Mexico if these pictures are representative.
3. Is the picture of the Boy and the Burros true of most transportation in Mexico's rural areas today or is this a scene set up for the tourist? Explain.
4. Taking all the pictures together, what impression are you given of Modern Mexico?
5. How would you defend the statement that Mexico is a land of contrasts?

Mexico is growing into an important nation in North American affairs. By the year 2000 it is expected to have a population of 75 million. North Americans hope that Mexico's spectacular industrialization, its relatively stable government and its growing emphasis on **benevolent socialism** will be a model for Latin America.



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